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ABSTRACT

The appendixes to the final evaluation report for FY 1974 of the Experience-Based Career Education Program at Far West School (FWS) contain the following: an audit of the final evaluation report for FY 1974, a cost-comparison study of Experience-Based Career Education replication, information about data collection, and associated survey instruments. Survey instruments and collected data relate to: attitudes toward learning, attitudes toward tests, job-related attitudes, job-related terms, parent interview, parent questionnaire, resource person telephone interviews, resource questionnaire, student background summary, student change scale, student interview, student plans and perceptions summary, student questionnaire, student evaluation of school procedures entitled "The Way It Is/The Way It Ought To Be," and published tests. A Stanford University student report entitled "Anthropological Perspectives of FWS and Students" concludes the document. (JR)

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EXPERIENCE-BASED CAREER EDUCATION

Final Evaluation Report

FY 1974

VOLUME II (APPENDIX)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EXPERIENCE-BASED CAREER EDUCATION

FINAL EVALUATION REPORT FY 1974

VOLUME II

(APPENDIX)

Far West Laboratory for
Educational Research and Development

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LIST OF DEFINITIONS

Identification of Student Samples

Group A	FWS returning students from 1972-73
Group B	FWS students who entered in fall 1973 selected in spring 1973
Group C	FWS Experimental Group who entered in fall 1973 selected in summer 1973
Group O	FWS students who entered in fall 1973 representing unusual administrative cases
Group OBC	All fall 1973 FWS entrants (Group O, Group B, and Group C combined)
Group W	Entire FWS student population
Group D	Applicants to FWS from Oakland public high schools eligible for FWS but randomly selected for the Control Group for FWS Experimental Group
Group E	Students in Oakland public high schools randomly selected and representative of the total high school population

Published Tests

CMI	Career Maturity Inventory (Crites, John O., Career Maturity Inventory. Monterey, California: CTB/McGraw-Hill, 1973)
ITED	Iowa Tests of Educational Development (Chicago, Illinois: Science Research Associates, Inc., 1960)
POI	Personal Orientation Inventory (San Diego, California: Educational Testing Service, 1966)

Other Abbreviations

CR	Community Resource
DCC	Design Control Committee
EBCE	Experience-Based Career Education
FWS	Far West School
FWL	Far West Laboratory for Educational Research and Development
LC	Learning Coordinator
OPS	Oakland Public Schools
RO	Resource Organization
RP	Resource Person
SAR	Student Activity Report
SPPS	Student Plans and Perceptions Summary

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INTRODUCTION

These appendices have been assembled to provide several kinds of information in support of the body of the FY 74 Final Evaluation Report. Appendix A is a report by an external auditor on the data handling and analysis procedures used in preparation of the report. Appendix B is a report of a cost study that is not strictly part of the evaluation study, but does include information that should be used in conjunction with that from the program evaluation report.

Appendix C includes copies of all the data collection forms used in the preparation of the report; technical detail relevant to the reliability and validity of these forms or devices, where this is available; complete data obtained using particular instruments (e.g., limited response questionnaires); and/or tables summarizing the analyses of data collected, where presentation of the tables in the report would have greatly increased the length of the report itself. Because of the amount and variety of information in Appendix C, more detail about the contents and organization are provided with the Appendix.

Appendix D contains the complete report of the anthropological study summarized in Chapter 4.

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BERKELEY, CALIFORNIA 94720

October 7, 1974

Ms. Mary Ann Millsap
Evaluation Specialist
Career Education Program
Department of Health, Education, and Welfare
National Institute of Education
Washington, D.C. 20208

Dear Ms. Millsap:

Enclosed is a copy of the audit report of the Final Evaluation Report, FY 74, Experience-Based Career Education, Far West Laboratory for Educational Research and Development. The staff of the Laboratory was very helpful and cooperative in providing materials and information to assist us with the audit.

As noted in our audit report, the overall quality of the evaluation seems excellent.

Sincerely,

Robert C. Wilson

Robert C. Wilson
Director

RCW:mb

AUDIT OF THE FINAL EVALUATION REPORT, FY 74

Experience-Based Career Education
Far West Laboratory for Educational Research and Development

We were asked to develop and carry out an independent audit of the findings analysis procedures and data presented in the Final Evaluation Report FY 74, Experience-Based Career Education, Far West Laboratory for Educational Research and Development.

Procedure: The procedure which was followed in the audit was to sample from: (1) different objectives of the program, e.g., communication skills, attitudes toward learning; (2) different data sources, e.g., students, resource persons, and parents; (3) different kinds of evidence, e.g., actual materials produced by the students, self-reported data, observations by others; and (4) different kinds of analyses and procedures for the treatment of data, e.g., pre and post data, analyses for which there were both experimental and control group data; pre-coded data and open-ended data which presented more complicated coding procedures.

Using these sampling criteria, three sections of the draft summative evaluation report were selected for audit: Writing Sample, Student Self-Reported Change, and Parent and Resource Ratings of the effectiveness of the program for student learning.

Writing Sample

The writing sample data was selected for audit because: (1) it focused on one of the skill areas of importance to the objectives and success of the program; (2) it represented performance data from students; (3) it employed pre- and post-measures of change; and (4) it involved difficult problems of scoring and analysis.

The question posed was: Do EBCE students progress in written communication skills? This was operationalized by having the students write a twenty minute essay on one of five topics at the beginning and end of the school year. Four experienced readers graded the papers "blind" for "Mechanics of Writing," "Effectiveness of Communication," and "Logical Thoughtfulness." Reader reliabilities and score reliabilities were estimated. Pre/post differences were computed and tested for significance.

In the audit procedure, the research findings as reported were found to be internally consistent and consistent with the data presented. The statistical treatment of the data required some difficult and sophisticated measurement decisions. The rationale for treating the data was well reasoned and consistent with good measurement practice.

Student Self-Reported Change

Student self-reported change as the result of their school experiences was included in the audit because: (1) it was thought to best tap student perceptions of the most important outcomes of the program; (2) it made use of comparison groups; and (3) it represented problems of conceptualizing and coding types of change in open-ended data.

The evaluation question asked by the FWL report is: "Do Far West School students see themselves as changing positively as a result of their school experience?" Data presented to shed light on the question was taken from a year-end questionnaire which asked students to "name 3 ways in which you have changed as a result of your school experiences this year." In the audit procedure, the findings as reported in the text and tables of the report (in its draft stages) were traced back to the original data, coding procedures, and the criteria employed in defining and coding types of change and significance of change (in a nonstatistical sense). Relevant staff members were interviewed at different stages of the audit.

Looking at the raw data, the auditors concluded that: (1) indeed no FWS students reported "negative changes" or "no change"; and (2) the conceptualization of types of change seemed reasonable and one of the types of change (academic learning) was selected for independent coding by the auditors. The independent coding led to the same conclusion that indeed OPS students had more often reported changes of an academic learning type. Similarily, spot checks of the student responses seemed to support the finding that FWS students reported more changes in the areas of self-growth, career/work, and interpersonal skills.

The third major finding reported, that FWS students showed more "significant" kinds of change (in a nonstatistical sense) than OPS students, posed greater conceptual and methodological problems and was therefore more difficult to audit. While a check of raw data does give a sense of there being a qualitative difference in the kinds of changes reported by FWS students (especially

in the direction of the goals of the program), it was felt that more rigorous analytic and coding procedures might strengthen the evidence on this point. For example, if each change reported by a student, rather than the total student response(s), were made the unit of analysis, and if some decision rule for employing the multiple criteria of significance (1 out of 3, 2 out of 3, and so forth) were set, the resulting typology of significance of change might be more convincing to the reader.

A few minor internal inconsistencies were found and reported to the staff. These were found to be the result of appended materials having been based on a slightly larger sample of students than the final analyses presented in the body of the report.

Parent and Resource Ratings

Parent and resource ratings of the effectiveness of the program for student learning were chosen because: (1) they represented an effort to evaluate some of the overall effects of the program; (2) they were data from two important groups of observers who were involved with the program; and (3) they involved the analysis of rating data and the comparison of two independent sources of data.

The question posed was: How do parents and resources rate the effectiveness of FWS student learning?

This was addressed by asking members of the two groups to rate 15 learning areas on two 5-point scales: (1) How important do you feel this learning is? (2) How effective do you feel the program was in accomplishing this learning? Mean ratings for each item were computed. Conclusions were drawn from the data on the magnitudes of the mean ratings, the rank ordering of the learning areas, and agreement and disagreement between the two groups of observers.

In the audit procedure, the research findings as reported were found to be internally consistent, and were consistent with the data reported in the tables. The data reported in the tables were internally consistent with the exception of a small numerical error which did not affect the conclusions to be drawn from the data. It may well have been a typing error. The statistical methods used in treating the data were appropriate.

In summary, we find that the overall quality of the evaluation of the Far West School is excellent. The evaluation is rich in the variety of program goals and objectives assessed, the different sources and kinds of data collected, and the range of analytic approaches and measures employed. Many of the program components pose difficult measurement problems, and, overall, the analytic procedures followed demonstrate knowledgeable, conscientious, and imaginative ways of handling those measurement problems.

A COST-COMPARISON STUDY ON EBCE REPLICATION*

Introduction

The purpose of this report is to provide cost-comparison information about the Far West Laboratory EBCE program. Section I is a report of cost estimates of possible EBCE configurations, if each were to be adopted by the Oakland Unified School District. These estimates are based upon data and information obtained from the school district's budget office by Mr. John L. Brown, an Oakland school administrator who provides liaison services between the Laboratory and the district. We wish to acknowledge the cooperative attitude of the district administrative staff in their willingness and helpful response.

Section II is a report about average school district expenditure throughout California, including a description of the cost categories used. The primary source of this information is California School District Financial Analyses, 1972-1973, publication no. 16 of the California Agency for Research in Education (CARE), Burlingame, California. This is a book of computer printouts used frequently by school employee organizations in preparation for negotiations with their boards of education. Also in Section II is a detailed description of the costs reported for the Oakland Unified School District, as shown in the CARE document. Such descriptions are available for nearly all of the California school districts; however, Oakland's is included to enable comparisons with the EBCE projections. Finally, Section II contains excerpts from Statistical and Financial Data, 1973-1974, a report to the community from the Oakland Unified School District. These excerpts are included for two reasons: (1) to confirm the general credibility of the more detailed analysis based upon the CARE document, and (2) to provide background data for discussion of certain issues presented in Section III of this report.

Section III is an analysis of several issues which need clarification if the reader is to make any meaningful comparison of Oakland projections with Far West Laboratory EBCE costs.

---

* This is a revision of a report previously submitted to NIE.

Section I: EBCE Cost Projections

The budget office of the Oakland Unified School District was asked to estimate the cost of taking over the Far West Laboratory EBCE program for each of three staff/student configurations, with the following underlying assumptions: (1) the model would be fully documented, (2) performance test data would show that the model performs according to specifications, and (3) the model could be operated by a staff drawn from the ranks of presently employed, or similarly qualified, professional and classified personnel.

The three staff/student configurations were as follows:

A. 100 students (city-wide site provided in an existing school facility)
- 1 vice-principal or project director
- 4 learning coordinators
- 1 skills specialist
- 1 resource analyst
- 1 secretary
- 1 resource and records assistant

B. 250 students (one region)
- 1 principal
- 10 learning coordinators
- 2 skills specialists
- 1 resource analyst
- 1 secretary
- 2 resource and records assistants

C. 500 students (city-wide site(s) provided by district in existing facilities)
- 1 principal
- 1 assistant principal (specialty in curriculum)
- 20 learning coordinators
- 3 skills specialists
- 2 resource analysts
- 1 secretary
- 3 resource and records assistants

Table B-1 shows the average salaries and other bases used by Oakland for estimating the costs, and also shows the Base Revenue for school years 1972-73, 1973-74, and 1974-75. These figures were then applied to the three staff/student configurations, and three different cost and revenue configurations were estimated for each. These are shown in Table B-2, which also shows the amount of the discrepancy between the Base Revenue and the estimated cost of operating with each of the plans.

Estimates were requested for each of the three years because the multi-year data help detect inconsistencies and test the credibility of the estimates for any single year. Perhaps even more important, however, is the availability of detailed information about actual costs for 1972-73 for comparing the estimated EBCE budget line-by-line with the expenditure per student for the district as a whole.

Table B-2 shows that the Oakland Unified School District cost estimates are encouraging, and attest to the feasibility of the future adoption of the Far West Laboratory's EBCE model. The cost per student would be only slightly higher than the Base Revenue when computed for 500 students; however, the cost per student for the smaller staff/student configurations are generally equivalent to the small school costs described in Section II. It can also be noted that the difference between the total costs and the Base Revenue is relatively low, and might even be lower as a result of model modifications. In any event, the required additional money might be viewed as a modest excess cost item for state or federal categorical aid.

TABLE B-1

BASES FOR COST ESTIMATES OF EBCE
(IF OPERATED BY OAKLAND UNIFIED SCHOOL DISTRICT)

Budget Item	1972-1973 (actual)	1973-1974 (estimated)	1974-1975 (estimated)
Salaries and Benefits (10-month contract)			
Principal	19,656	21,600	22,680
Vice-Principal (Director)	17,470	19,200	20,160
Teacher	15,288	16,800	17,640
Counselor	15,288	16,800	17,640
Classified Staff	8,446	9,281	9,745
Tutor (FTE)	4,837	5,315	5,581
Books and Supplies (per student)			
Textbooks and Library Books	15	15	15
Instructional Supplies	15	15	15
Office Supplies	15	15	15
Pupil Transportation (use Far West School experience)			
Capital Outlay (one-time, first-year expenditure)	20,000	20,000	20,000
Indirect Cost (3.27% of annual cost)			
Base Revenue[1] per ADA (enrollment x .97 = ADA)	1,008	1,076	1,116

[1] Basic state aid for high schools in Oakland is $125.00. In 1973-1974, the state implemented new legislation which established a revenue limit composed of basic state aid, equalization aid, 1972-1973 tax revenues, and a $68.00 inflation allowance. Revenues from federal or state projects, state excess cost allowances, and other miscellaneous incomes are not included.

TABLE B-2

ESTIMATED COST OF EBCE OPERATION BY THE OAKLAND UNIFIED SCHOOL DISTRICT

	Plan A: 100 Students			Plan B: 250 Students			Plan C: 500 Students		
	1972-1973	1973-1974	1974-1975	1972-1973	1973-1974	1974-1975	1972-1973	1973-1974	1974-1975
School Administration									
Principal				$ 19,656	$ 21,600	$ 22,680	$ 19,656	$ 21,600	$ 22,680
Assistant Principal or Project Director	$ 17,470	$ 19,200	$ 20,160				17,470	19,200	20,160
Instructional Staff									
Learning Coordinators	61,152	67,200	70,560	152,880	168,000	176,400	305,760	336,000	352,800
Skills Specialists	15,288	16,800	17,640	30,576	33,600	35,280	45,864	50,400	52,920
Resource Analysts	15,288	16,800	17,640	15,288	16,800	17,640	30,576	33,600	35,280
Tutors	4,837	5,315	5,581	9,674	10,630	11,162	19,358	21,260	22,324
Clerical Staff									
Secretary	8,446	9,281	9,745	8,446	9,281	9,745	8,446	9,281	9,745
Resource and Records Assistant	8,446	9,281	9,745	16,892	18,562	19,490	25,338	27,843	29,235
Supplies and Miscellaneous									
Textbooks	750	750	750	1,500	1,500	1,500	3,000	3,000	3,000
Library Books	750	750	750	1,500	1,500	1,500	3,000	3,000	3,000
Instructional Supplies	1,500	1,500	1,500	3,000	3,000	3,000	6,000	6,000	6,000
Pupil Transportation	4,000	4,200	4,310	8,000	8,400	8,620	16,000	16,800	17,240
Total Operating Cost	$ 137,927	$ 151,077	$ 158,381	$ 267,412	$ 292,873	$ 307,017	$ 500,468	$ 547,984	$ 574,384
Indirect Costs (Add 3.27%)	4,510	4,940	5,179	8,744	9,577	10,039	16,365	17,919	18,782
Total Estimated Budget[1]	$ 142,437	$ 156,017	$ 163,560	$ 276,156	$ 302,450	$ 317,056	$ 516,833	$ 565,903	$ 593,166
Less Base Revenue[2]	97,776	104,372	108,252	244,440	260,930	270,630	488,880	521,860	541,260
Additional Required Income	$ 44,661	$ 51,645	$ 55,308	$ 31,716	$ 41,520	$ 46,426	$ 27,953	$ 44,043	$ 51,906
Estimated Cost per Student Enrollment, Excluding Capital Outlay (Total Estimated Budget ÷ Number of Students)	$ 1,424	$ 1,560	$ 1,636	$ 1,105	$ 1,210	$ 1,268	$ 1,034	$ 1,131	$ 1,186
[2]Base Revenue per ADA Enrollment @ 175 Days Estimated 0.97 Attendance	1,008	1,076	1,116	1,008	1,076	1,116	1,008	1,076	1,116
100 x .97 = 97 ADA x Base Revenue	97,776	104,372	108,252						
250 x .97 = 242.5 ADA x Base Revenue				244,440	260,930	270,630			
500 x .97 = 485 ADA x Base Revenue							488,880	521,860	541,260

[1]Add $20,000 capital outlay as a one-time expense for any new site.

Section II: School Expenditures in California

The primary source of comparative information about California school districts is a series of annual publications by the California Agency for Research in Education (CARE), a joint effort of the Association of California School Administrators, the California School Boards Association, and the California Teachers Association. Much of the information in Section II is obtained from CARE document no. 16, California School District Financial Analyses, 1972-73, published in December 1973.

Table B-3 shows a distribution of the number of California districts by average 1972-73 cost per ADA (average daily attendance). These are shown for four different sizes of high school student bodies, selected to permit comparisons with the three plans analyzed in Table B2. Table B-3 also shows cost for the state as a whole (excluding those districts which only operate elementary schools).

Table B-4 shows the 1972-73 expenditure for the Oakland Unified School District, as well as the percentage of the Total Current Expense. In analyzing these data, it is possible to gain some insight into the priorities given to the various categories of Current Expense, as well as to note which expenditure categories are treated separately from, or in addition to, Current Expense. It can also be seen that Oakland's expenditures are well above the median for all California districts. Similar analyses are obtainable for all California school districts, if additional comparisons are requested.

Table B-5 is excerpted from a publication of the Oakland Unified School District, Statistical and Financial Data, 1973-74, which presents the total amount spent in each of the major accounts, first for the General Fund only, and second for all funds. These two figures are then translated into average cost per ADA; each is also shown as a percentage of the total district expenditure. Two conclusions seem to be warranted. First, the Oakland report generally attests to the credibility of the CARE report, and second, there are significant differences between the total amount of money spent from the General Fund and the much larger total expenditures of all funds.

TABLE B-3

1972-1973 AVERAGE ANNUAL COST PER FISCAL ADA[1]
FOR CALIFORNIA SCHOOL DISTRICTS WHICH ENROLL HIGH SCHOOL STUDENTS[2]

Average Cost Per ADA	High School ADA 1-99	High School ADA 100-249	High School ADA 250-499	High School ADA 500-999	All Calif. Districts
$ 700- 799			1	1	9
800- 899		4	6	5	53
900- 999			3	13	64
1,000-1,099		3	4	Median 11	Median 66
1,100-1,199	1	7	Median 7	10	46
1,200-1,299	1	Median 8	5	5	48
1,300-1,399	2	2	1	4	26
1,400-1,499	Median 1	1	2	4	9
1,500-1,599			2		7
1,600-1,699		2	1	1	8
1,700-1,799	1	4		1	10
1,800-1,899	1				1
1,900-1,999			1	1	1
2,000-2,099		1			1
2,100-2,199	1				1
2,200-2,299					2
2,300-2,399	1				1
2,400-2,499					2
2,500-2,599					
2,600-2,699					
2,700-2,799					
2,800-2,899					
2,900-2,999		1			1

[1] ADA means average daily attendance, or the number of students credited with attendance. The data include both union high school districts and unified school districts which have ADAs in this range for high school students.

[2] Based upon figures in School District Financial Analyses, 1972-1973, a study conducted by the California Agency for Research in Education (CARE). Cost figures do not include debt service, legal services, and other services provided by county government.

TABLE B-4

1972-1973 EXPENDITURES PER ADA BY THE OAKLAND UNIFIED SCHOOL DISTRICT

Expenditure Accounts	Cost per Fiscal ADA		Percent of Total Current Expense
Central Office Administration		$ 37.91	3.07
Salaries: Principals & Vice Principals	$ 45.47		3.68
Supervisors & Consultants	11.85		0.96
Total Building Administration		57.32	4.64
Salaries: Classroom Teachers	$594.49		48.14
Counselors & Others	55.25		4.48
Total Teachers/Other Instructional Staff		649.74	52.62
Salaries: Instructional Aides	$ 12.42		1.01
Instructional Secretaries & Clerks	70.20		5.68
Total Non-Certificated Staff		82.62	6.69
Textbooks	$ 2.49		0.20
Supplementary & Library Books	1.81		0.15
Instructional Materials & Supplies	55.32		4.48
Total Books & Supplies		59.62	4.83
TOTAL INSTRUCTIONAL COSTS		$ 887.21	71.85
Health Services		15.97	1.29
Plant Operations		83.46	6.76
Plant Maintenance		32.35	2.62
Employee Benefits		215.91	17.48
TOTAL CURRENT EXPENSE		$1,234.90	100.00
Transportation		8.52	
Food Service		7.60	
Community Services		43.24	
Capital Outlay		22.98	
Debt Services		1.63	
Transfers to Other School Districts		39.28	
GRAND TOTAL COST PER ADA		$1,358.15	

TABLE B-5

1972-1973 TOTAL DISTRICT EXPENDITURES
OAKLAND PUBLIC SCHOOL DISTRICT

Budget Items	OPS General Fund Only	Cost Per ADA (59,369)	Percentage of Total	Total Expenditures All Funds	Cost Per ADA (59,369)	Percentage of Total
Central Office Administration	$ 2,250,351	$ 38	2.9	$ 2,250,351	$ 38	2.5
Instruction	50,419,490	849	64.3	53,882,430	907	61.0
Health Services	948,225	16	1.2	948,255	16	1.1
Pupil Transportation	505,887	9	0.7	505,887	9	0.6
Plant Operation	4,954,810	83	6.3	4,954,810	83	5.6
Plant Maintenance	1,920,263	32	2.4	1,920,268	32	2.1
Fixed Charges (Employee Benefits)	12,817,875	216	16.4	13,358,788	255	15.1
Food Services	451,112	8	0.6	3,784,258	64	4.3
Community Services	2,567,115	43	3.3	2,567,115	43	2.9
Capital Outlay	1,363,935	23	1.7	1,818,892	31	2.1
Debt Services	96,779	2	0.1	2,251,824	38	2.6
Outgoing Transfers	110,722	2	0.1	110,722	2	0.1
TOTAL EXPENDITURES	$78,406,569	$ 1,321	100.0	$ 88,353,570	$ 1,488	100.0

Section III: Discussion of Issues

The previous section presents data which invite extensive discussion and raise a number of issues. This report only scratches the surface of a complex body of information, and full discussion will not be attempted; however, some questions must be raised.

Do the expenditure reports from school districts report all costs of educating the students?

They do not, but only because certain costs are associated with other agencies. For example, during 1972-1973, the Oakland Unified School District received 845 hours of legal services from the Alameda County Counsel. Efforts to place a price tag on these services have not been successful, but a major part of the value is the average $16.50 per hour paid to the five-person legal staff which handles school district problems. In the next two years, a program budgeting plan will be installed by the county, and more precise information will be available.

Another example of unreported cost is services received from the office of the County Superintendent of Schools, such as processing of the payroll and teacher credentials, and providing limited instructional services. On a county-wide basis the average cost was $3.50 per ADA in 1972-73; however, a large district like Oakland may receive these services at less than the average cost, in that payrolls are processed by computer and not by hand as in some smaller districts.

Perhaps the largest and most difficult cost to identify is for school facilities, because only actual expenditures are reported. Depreciation schedules are not used; hence, the value or the full cost of the facility is not reported.

Are the cost projections for Oakland generalizable for other communities?

Perhaps they are, but only in the context of replication studies. For example, Oakland would be taking over previously developed resources, but these would have to be developed in other communities. The hypothetical adoption scenarios from each of the eight school districts (Far West Laboratory EBCE Replication Planning Task #2.c) will provide some answers, but solid evidence must await the completion of future replication studies.

How credible are the Oakland cost projections?

In follow-up conversations with the budget office staff member who works with the OPS liaison staff member, numerous questions were raised to detect potential flaws in the data. No flaws were found; in fact, there may be an overstatement of some FWS cost estimates, specifically in supplies and the cost of tutors. The estimated cost of student transportation may also be too high, since it is a projection of this year's Far West School experience and this includes the cost of the now under-utilized GSA vehicles.

Why are Oakland's projections much lower than Far West School experience?

A complete analysis is not possible at this time, but a few of the major factors are:

1. Oakland salaries are based upon 10-month contracts, rather than the full year for Laboratory employees.

2. The Laboratory employee benefits package is much more costly because unlike the OPS system, it requires the accrual of money for all nonproductive days, e.g., vacation (9.09%), holidays (5.55%), sick leave (3.86%), and other nonproductive days such as jury duty (0.23%). All of these are in addition to the Laboratory contributions to the retirement fund and group insurance, which is comparable to Oakland's 17.48%.

3. All clerical salaries, and one professional salary are significantly higher at the Laboratory than in the Oakland schools.

4. A Laboratory overhead rate must be charged to all Laboratory income percentage negotiated with the Division of Grants' Administration Policy (currently 25.3%). This money pays the costs of a regional governance structure, community and professional relations, several nationally-selected technical advisory councils, a library, quality control procedures, institutional development, proposal writing, all legal fees, data processing, as well as the usual business and management functions such as contract administration, procurement, and administrative services. School districts do not apply an overhead factor. For example, Oakland's financial reports show that it expended only 3.07% of its 1972-73 operating costs for central administration, which does not include all institutional costs.

5. The Laboratory is a relatively small organization of fewer than 200 employees. It must provide all the business and financial services necessary to a much larger organization. Hence, there is little opportunity for achieving an economy of scale, as in a large school district with several thousand employees.

Why estimate average costs and average income per student to project Oakland's costs, when actual costs vary widely?

It is only speculation that costs vary widely among schools and programs within a school district. School accounting procedures do not enable the reporting of costs for each function by school or school grade level. School districts properly cite the identical Base Revenue per ADA for elementary and high school income, as well as the existence of single salary schedules covering both elementary and secondary school staffs. However, it is still noteworthy that during 1972-73, California union high school districts (grades 9 through 12 only) averaged $1,172.61 per ADA and elementary school districts (grades K through 8 only) averaged $898.95 per ADA. In both cases, these averages did not include debt-retirement costs. Even more dramatic, the high school districts with fewer than 100 ADA averaged $1,604.54 per ADA, while small elementary school districts averaged $1,190.08 per ADA. These data suggest that per pupil costs for high school students are higher than the district average per pupil cost for all students.

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INFORMATION ABOUT DATA COLLECTION AND ASSOCIATED FORMS

INTRODUCTION

This appendix provides information about data collection and copies of forms used to obtain data on which the evaluation report is based. Technical information that could be of value in judging the accuracy and relevance of the data collected, and of the data interpretation, is also included in this appendix. All of the data are presented using data collection forms where it is feasible. For example, if a questionnaire had both open-ended questions and limited choice questions, the numbers of responses for each of the limited choice answers is shown on the questionnaire. Some tables presenting the results of data analysis have been collected here; inclusion of such tables with the discussion of the analysis in the report would have added unnecessary bulk.

The 19 instruments used in the collection of data are listed in Table C-1, ordered by date of first use, followed by date of second use. The table also shows the estimated time in minutes necessary to complete each instrument, and the identification of the groups that provided the information.

Every effort was made in the data collection to ensure that the same conditions pertained to all groups. Some variations may have occurred for the reasons discussed below, but it was generally judged that these variations would not seriously reduce the validity of the data. The reasons for the variations are:

1. Comparison and control group students from Oakland Public Schools had to be tested at FWS, which was unfamiliar to them, while it was familiar to FWS students. Additionally, comparison and control group students received six dollars as encouragement to come to the school on Saturdays or at the end of the regular school day, while FWS students provided the information as part of their regular school activities. These variations were introduced only after the effort to test OPS students at their own schools during the school day failed because of administrative problems in several local schools.

2. Lack of space at FWS for large group testing meant that different groups had to be tested at different times and on occasion using different administrators or interviewers.

3. Pretest scores for the Iowa Tests of Educational Development for some comparison and control group students were copied from OPS records when students had taken these tests in the district-wide testing program.

TABLE C-1

OUTCOME DATA COLLECTION SCHEDULE, FY74

Instrument	Early Collection		Midyear Collection		Year-End Collection	
	Dates	Groups*	Dates	Groups*	Dates	Groups*
Personal Orientation Inventory (40 min.)	9/73	W, D				
Career Maturity Inventory Competence Test (40 min.)	9/73	W, D				
Student Background Summary						
Part I (10 min.)	9/73	W, D	1/74	E		
Part II (10 min.)	9/73	W				
Job-Related Terms (10 min.)	9/73	W, D	1/74	W, D, E	5/74	W, D, E
Job-Related Attitudes (20 min.)	9/73	W, D	1/74-2/74	W, D, E	5/74	W, D, E
Writing Sample (10-20 min.)**	9/73	W			5/74	W
Iowa Tests of Educational Development (120 min.)	11/73	W, D			5/74	W, D, E
Attitudes Toward Tests (5 min.)			1/74	W, D, E		
Student Interview (45 min.)			1/74	W		
Attitudes Toward Learning (20 min.)			1/74-2/74	W, D, E		
Career Maturity Inventory Attitude Scale (20 min.)			2/74	W, D, E		
Student Questionnaire (10 min.)			1/74	W		
Parent Questionnaire (15 min.)			2/74	W Parents		
Resource Questionnaire (15 min.)			2/74	Active RPs		
Parent Interview (20 min.)			2/74	W Parents		
Resource Interview (10-15 min.)			2/74	Active RPs, RO Coordinators	5/74	Active RPs, RO Coordinators
Student Plans and Perceptions Summary						
Part I (10 min.)					5/74	W, D, E
Part II (10 min.)	9/73***	W			5/74	W
Student Change Scales (5 min.)					5/74	LCs
The Way It Is/The Way It Ought To Be (Ideal/Actual School Characteristics Scale) (20 min.)			2/74	EBCE Staff		

* See list of definitions.
** Writing samples are not discussed in the appendices, but are discussed in Chapter 3 of the report.
*** The Initial Student Planning Form was used to collect answers from Group W for questions 6 and 10 of the SPPS at the beginning of the school year. The SPPS was designed toward the end of the school year.

4. Special arrangements had to be made for testing of students in all groups who were absent from scheduled testing or interview sessions. The administration of these follow-up tests was the responsibility of two people, either of whom administered the tests as their schedule could fit the student schedules.

FWL-EBCE was fortunate to have the support of the administrative staff of the Oakland Public Schools. Every effort was made to keep the OPS research department, the personnel record section, the high school principals, and others who gave assistance in various ways informed at all times and to secure advance approval on all activities. Getting scores on the achievement tests, the subject-matter grades for two semesters, and current addresses for some 175 students in six different high schools proved to be a demanding task. The full-time assignment of an OPS liaison officer to FWL-EBCE improved these efforts.

Student interviews, parent telephone interviews, and resource person telephone interviews were conducted by an external contractor using items and schedules developed by EBCE staff. The sessions with FWS students took about 45 minutes. Items that were EBCE-specific were omitted from the control student sessions. Interviews were conducted in a suite of offices in the building in which FWS is located, but on a different floor from FWS.

The remainder of Appendix C is organized in terms of particular data collection instrument or procedure. Instruments are arranged alphabetically. In every case, the data collection instrument appears first. Technical information related to the validity, reliability, or difficulty of the instrument is presented next, if such information is available. For some instruments, this information was prepared for an earlier report, and is reproduced in the format of the earlier report. More recent information obtained from year-end administration is added where relevant.

Tables that represent the results of data analysis discussed in the report itself appear last for an instrument.

A review of the material in this Appendix will make it very evident that the data collection instruments and procedures vary widely with respect to the completeness and sophistication of their development. The Appendix is intended to present as fully and accurately as possible what is known about each instrument. The variety in kind and quality of information probably reflects rather accurately the state of the art of evaluation of total educational programs.

NAME _____ SCHOOL _____ GRADE____ DATE_____

ATTITUDES TOWARD LEARNING
Far West School

An attitude is a feeling or emotion toward something. The following questions concern your attitudes toward going to school and learning things. In writing your answers to the first group of questions, tell why or give an example of what causes you to answer as you do. The second group of questions give you choices to select from. Please try to answer all questions.

Group 1

1. What are the things you are most interested in learning at this time?

2. Are you learning about the things that interest you in your present classes and activities?

3. How does your present school compare with others you've attended?

4. What school activities do students in your school particularly like?

5. What opportunities do you have in your present school to choose what you study?

6. What do you think is the biggest problem in your present school?

7. In what ways do you expect your high school education to benefit you in the future?

8. What is the best way to teach someone something?

9. If someone interested in your school progress suggested that you were not working as hard as you could (and it was true), what would you do?

Attitudes Toward Learning (cont'd.)

Group 2

10. Below are some reasons for going to school. *To indicate your opinions, place a:*
"1" next to your most important reason
"2" next to your second most important reason
"3" next to your third most important reason (leave others blank)

_____ to learn more
_____ the law requires it
_____ to please my parents
_____ so I can get a job when I graduate
_____ so I can get into a college
_____ there's nothing better to do

11. Below are some reasons for liking school. *To indicate your opinions, place a:*

"1" next to what you like best
"2" next to what you like second best
"3" next to what you like third best (leave others blank)

_____ learning about things that interest me
_____ taking the courses I need for college
_____ learning things that will help me get a job
_____ making good friends
_____ meeting people who may have influence in helping my future
_____ participating in sports and athletics
_____ social life

12. Below are some reasons for school success. *To indicate your opinion, place a:*

"1" next to the first thing success depends on
"2" next to the second thing success depends on
"3" next to the third thing success depends on (leave others blank)

_____ how much the school staff likes you
_____ how much you actually learn
_____ how much effort you make
_____ how well you do on tests
_____ how much you take part in discussions

For questions 12-20 indicate your opinions by checking <u>one answer only</u>.

13. The program I am now taking is:

_____ good for both planning a career and for academic work
_____ good mainly for planning a career
_____ good mainly for academic work
_____ not much good for either
_____ don't have a program

Attitudes Toward Learning (cont'd.)

14. The kind of person I learn the most from is one who:

_____ makes me plan my own work
_____ tells me just what to do
_____ helps me plan my work
_____ ignores my activities
_____ don't know

15. If students were paid to go to school, they would:

_____ go mostly for the money
_____ go for the learning anyway
_____ learn more than they do now
_____ not act any differently than they do now
_____ don't know

16. Working for grades is:

_____ important to me
_____ means nothing to me
_____ sometimes important to me and sometimes not
_____ is a necessary evil

17. Keeping on top of my school work is:

_____ very important to me
_____ somewhat important to me
_____ of minor importance to me
_____ means nothing to me

18. I think studying is:

_____ most always worthwhile
_____ most always a waste of time
_____ sometimes okay, sometimes not, depending on what the subject is
_____ no opinion

19. Reading books on my own is:

_____ something I enjoy doing regularly (more than 2 per month)
_____ something I do occasionally (1 every month)
_____ something I do rarely (1 a year)
_____ something I never do

20. School textbooks are usually:

_____ the best place to get information
_____ just one of the places to get information
_____ a poor place to get information
_____ no opinion

21. Sports and athletics in high school should be:

_____ required of everybody
_____ entirely voluntary
_____ eliminated
_____ no opinion

TABLE C-2

DISPOSITION OF ITEMS IN QUESTIONNAIRE

Disposition	Number of Items	Item Numbers
Dropped because most students chose the socially desirable, or neutral response.	4	15, 16, 17, and open ended #9
Dropped because they were distractor items.	2	18, 20
Dropped because either the question or the alternatives were ambiguous.	2	11, 14
Dropped because comparisons could not be made (the responses given by each group were highly program specific).	2	4, 6
Acceptable but not discussed because no differences appeared between the experimental and control group.	4	10, 13, 19, and objective item #9
Total number of items discussed.	7	1, 2, 3, 5, 7, 8, 12
TOTAL NUMBER OF ITEMS IN THE INSTRUMENT	21	

TABLE C-3

ITEM 1: WHAT ARE THE THINGS
YOU ARE MOST INTERESTED IN LEARNING AT THIS TIME?

Coding Categories Used For Comparisons	FWS Experimental K=28 N=17		OPS Control K=31 N=14		FWS Entering K=66 N=41		OPS Representative K=55 N=31	
	f	%	f	%	f	%	f	%
Careers	2	7	4	13	7	11	3	5
Arts, creative	6	21	5	16	14	21	8	15
School subjects	7	25	13	42	11	17	17	31
Basic education	2	7	0	0	5	8	0	0
Specific fields of work	2	7	3	10	10	15	9	16
Life	0	0	0	0	0	0	3	5
Other responses*	9	32	6	19	19	29	15	27

* Non-differentiating or program-specific responses. See text.

NOTE: Percentages are based on the total number of responses (K). Because students gave more than one response, K may be larger than the number of students in the group (N), but not every student responded to every question.

TABLE C-4

ITEM 2: ARE YOU LEARNING ABOUT THINGS
THAT INTEREST YOU IN YOUR PRESENT CLASSES AND ACTIVITIES?

Coding Categories Used For Comparisons	FWS Experimental K=16 N=17		OPS Control K=14 N=14		FWS Entering K=39 N=41		OPS Representative K=31 N=31	
	f	%	f	%	f	%	f	%
Yes	9	56	6	43	27	69	16	52
No	5	31	3	21	6	15	9	29
Somewhat	2	13	5	36	4	10	6	19
Do not know/no response	0	0	0	0	2	5	0	0

NOTE: Percentages are based on the total number of responses (K).

TABLE C-5

ITEM 3: HOW DOES YOUR PRESENT SCHOOL COMPARE WITH OTHERS YOU HAVE ATTENDED?

Coding Categories Used For Comparisons	FWS Experimental K=18 N=17		OPS Control K=19 N=14		FWS Entering K=46 N=41		OPS Representative K=35 N=31	
	f	%	f	%	f	%	f	%
Far West better/superior/ far superior	5	28			15	33		
Present school is better/ great			2	16			2	6
Much looser/more freedom	3	17	1	5	3	7	1	3
Freedom to learn what one wants to learn	0	0	0	0	7	16	0	0
Poor teachers/teachers don't care	0	0	2	11	0	0	2	6
Dull/boring	0	0	2	11	0	0	0	0
Better classes	0	0	2	11	0	0	1	3
The same/no difference	1	6	1	5	1	2	8	23
Other responses*	9	50	9	47	20	43	21	60

* Non-differentiating or program-specific responses. See text.

NOTE: Percentages are based on the total number of responses (K). Because students gave more than one response, K may be larger than the number of students in the group (N), but not every student responded to every question.

TABLE C-6

ITEM 7: IN WHAT WAYS DO YOU EXPECT YOUR HIGH SCHOOL EDUCATION TO BENEFIT YOU IN THE FUTURE?

Coding Categories Used for Comparisons	FWS Experimental K=20 N=17		OPS Control K=17 N=14		FWS Entering K=48 N=41		OPS Representative K=39 N=31	
	f	%	f	%	f	%	f	%
Be able to go to college; prepare me for college	5	25	4	24	8	17	10	26
Getting a job/better job; planning a career	6	30	4	24	19	40	11	28
Getting a diploma	0	0	1	6	2	4	2	5
Basic knowledge/basic learning	0	0	1	6	3	6	3	8
Learning about life, people, responsibility	3	15	1	6	6	13	4	10
What kind of future I want; decisions about future	2	10	0	0	4	8	1	3
Not a thing; no way	0	0	2	12	0	0	4	10
Other	1	5	4	24	2	4	3	8
Don't know/ no answer	3	15	0	0	4	8	1	3

NOTE: Percentages are based on the total number of responses (K). Because students gave more than one response, K may be larger than the number of students in the group (N), but not every student responded to every question.

TABLE C-7

ITEM 12: THE PROGRAM I AM NOW TAKING IS: (OBJECTIVE ITEM)

Alternatives	FWS Experimental K = 17 N = 17		OPS Control K = 14 N = 14		FWS Entering K = 41 N = 41		OPS Representative K = 31 N = 31	
	f	%	f	%	f	%	f	%
Good for both planning a career and academic work	8	47	4	29	26	63	14	45
Good mainly for planning a career	7	41	2	14	11	27	6	19
Good mainly for academic work	1	6	3	21	1	2	6	19
*Not much good for either	0	0	5	36	0	0	4	13
Don't have a program	0	0	0	0	1	2	1	3
No answer	1	6	0	0	2	5	0	0

* $p \leq .01$ for experimental versus control

NAME _____ DATE _____

SCHOOL Far West School GRADE _____

ATTITUDES TOWARD TESTS

What is your opinion about the tests you take? Have you ever stopped to consider why you take them? Your responses to the following statements will show what you now believe about tests and testing. Your answers may show a relationship to your performance on the tests you take.

THERE ARE NO RIGHT OR WRONG ANSWERS. You either agree with the statement or you don't. Put an X in the answer space under AGREE or DISAGREE to show your present view of each statement.

	AGREE	DISAGREE
1. It is good to have tests to give us information about people.	1. ____	____
2. I believe that schools give too many tests to students.	2. ____	____
3. It is all right to ask questions about my future career plans on a test.	3. ____	____
4. I feel upset when I cannot answer a test question.	4. ____	____
5. I would have no objection to answering questions about my personal life on a test.	5. ____	____
6. It is all right to take tests to help a person choose a career.	6. ____	____
7. I like to answer test questions about my interests.	7. ____	____
8. I believe it is possible to find out how much one has learned by taking an achievement test.	8. ____	____
9. I feel scared when I know I am to take a test of any kind.	9. ____	____
10. I believe it is possible to find out how bright I am by taking an intelligence test.	10. ____	____
11. I am looking forward to a day when I never take any more tests.	11. ____	____
12. I think it is a good practice to "guess" on a test question.	12. ____	____
13. I believe there are "tricks" that will help you to score well on tests.	13. ____	____

GO RIGHT ON TO PAGE 2

Attitudes Toward Tests (cont'd.)

		AGREE	DISAGREE
14.	I get emotionally upset when I am told that I am to take tests.	14. ____	____
15.	I am <u>not</u> afraid when I am taking a test.	15. ____	____
16.	I enjoy taking a test when I have studied for the subject.	16. ____	____
17.	I do not want my parents to know how I do on tests.	17. ____	____
18.	I usually agree with the results of tests I have taken.	18. ____	____
19.	I believe that schools use tests properly most of the time.	19. ____	____
20.	Test questions make me feel like arguing about the right answer.	20. ____	____
21.	I believe test scores would be helpful for me in making a career choice.	21. ____	____
22.	There is considerable fear of taking tests among students I know.	22. ____	____
23.	I am <u>not</u> easily distracted when taking a test.	23. ____	____
24.	I feel angry when I forget the answer to a question I should know.	24. ____	____
25.	I believe that most people cheat on tests if they can get away with it.	25. ____	____
26.	I believe that people often lie about themselves when taking a personality test.	26. ____	____
27.	I am tired of taking so many tests.	27. ____	____
28.	It doesn't matter to anyone whether or not I answered these statements the way I really feel.	28. ____	____

TECHNICAL INFORMATION

Attitudes Toward Tests

Rationale/Objective of Instrument

Test taking is one facet of attending school, and attitudes toward tests is one facet of attitudes toward school. This test allows objective measurement of an attitude that could affect the way in which students respond to tests. It was hypothesized that Far West School (FWS) students would be more test resistant than Oakland Public School (OPS) students because of the relatively heavy schedule of testing at FWS.

Respondent Group

This test was administered to the total FWS population, and all comparison students as part of the January 1974 (midyear) data collection. (N = 98)

History of the Development of the Instrument

A wide ranging search was made for instruments that were valid for a school setting such as FWS. A 50-item Attitudes Toward Tests instrument, developed by Dr. Claude Cunningham at the University of Indiana, was located during this search. This form of the test was too long and some items were more appropriate for college than high school students. Thus, 23 items were deleted because they were not suitable for the objectives of FWS or they were not suitable for the age group of FWS. One item was added to the test. The resulting pool of 28 items was then reviewed by the internal staff. All items were retained subsequent to this review, but some wording changes were made.

Item Content

The items deal with the value, legitimacy, and worth of tests; the respondent's emotional reactions and general attitudes toward tests; and the strategies involved in test taking.

Administration Procedures

Primarily a group test, instructions are given and the test is essentially self-administered. Respondents take at most 15-20 minutes to complete this instrument.

Scoring Procedures/Scoring Interpretation

The higher the score, obtained by summing the number of items answered according to a key (dichotomous response), the greater the respondents' "test resistance," or the lower the "test acceptance." The resulting scores have been used to give means for each of several groups to be compared, or in a correlation matrix to be correlated with variables such as achievement or other attitude measures. The scoring key is shown in Table C-8.

Reliability

Alpha reliability for the midyear test administration was .72 for the students described above. Item difficulty values and item test correlations are presented in Table C-8.

Relations to other Measures

The "test resistance" score derived from this instrument was included in a cluster analysis study of 21 program-related variables (N = 67, mid-year data). The variables included five subscales of the Personal Orientation Inventory (POI); seven scales constructed from the Attitude Toward Learning instrument, sex, grade level, reason for entering the program; and a group of items related to academic achievement. Table C-9 shows the cluster in which the "test resistance" score is found. This table indicates that low "test tesistance," i.e., "test acceptance," clusters with feelings that working for grades is important; with feelings that keeping on top of school work is very important, and with having career-related reasons for entering FWS.

Correlations were also found between "test resistance" and two POI scales: a positive correlation (.26) between "test resistance" and self-actualizing values, and a negative correlation (-.33) between self-regard and "test resistance."

Intercorrelations between the "test resistance" score and the items on the Job-Related Attitudes (JRA) and the Career Maturity Inventory (CMI) attitude scales showed one correlation above .25 on the JRA, and eight on the CMI. Item 36 on the JRA ("It's impossible to get a job if you haven't had previous experience in the area.") showed a correlation with "test resistance" of .26. Table C-10 shows the relationship between statements on the CMI and "test resistance."

TABLE C-8

ITEM STATISTICS AND KEY FOR ATTITUDES TOWARD TESTS
GROUPS W, D, AND E
(N=98)

Item Number	Keyed Alternatives D=Disagree A=Agree	Percent Choosing Keyed Alternatives	Item Sigma*	Part/Whole Correlation*
1	D	26	44	42
2	A	62	49	49
3	D	14	35	31
4	A	41	49	19
5	D	62	49	23
6	D	19	40	35
7	D	21	41	31
8	D	46	50	40
9	A	24	43	44
10	D	69	46	40
11	A	56	50	53
12	A	39	49	31
13	A	38	49	26
14	A	15	36	58
15	D	29	45	35
16	D	29	45	35
17	A	24	43	33
18	D	47	50	55
19	D	48	50	35
20	A	62	49	36
21	D	45	50	43
22	A	45	50	32
23	D	48	50	30
24	A	79	41	10
25	A	82	39	18
26	A	65	48	09
27	A	66	47	48
28	A	29	45	20

*Decimals are omitted. Numbers are hundredths.

TABLE C-9

WEIGHTING OF ATTITUDES TOWARD TESTS SCORE ON "AMBITION" CLUSTER

Item	Cluster Coefficient
Working for grades is important to me	.58
Test resistance score	-.58
Keeping on top of school work is very important	.39
Career-related reason for entering FWS	.36
Learning things of interest in current program	-.22

TABLE C-10

RELATIONSHIP BETWEEN HIGH "TEST RESISTANCE" AND SELECTED CMI ITEMS

Item Number	CMI Item	Correlation Coefficient
Agreement with the following CMI items was positively correlated with "test resistance"		
18	I spend a lot of time wishing I could do work I know I can never do.	.32*
19	I don't know what courses I should take in school.	.32
34	As long as I can remember, I've known what kind of work I want to do.	.26
40	When I am trying to study, I often find myself daydreaming about what it will be like when I start working.	.34
Agreement on the following CMI items was negatively correlated with "test resistance"		
7	Your job is important because it determines how much you can earn.	-.27
8	Work is worthwhile mainly because it lets you buy the things you want.	-.27
21	By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.	-.25
49	As far as choosing an occupation is concerned something will come along sooner or later.	-.29

* A correlation of 20 is significant at the 5% level of confidence.

NAME _____ DATE _____

SCHOOL Far West School GRADE _____

JOB-RELATED ATTITUDES

In this part your opinion is asked about some practices and attitudes in business and industry. Please indicate your present feeling concerning each statement. There are no right answers or preferred answers. To show your opinion, put an X in the box which best represents the amount of agreement (or disagreement) you feel as shown in the sample below:

Sample 0:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0. Most companies try to satisfy their customers fully and completely.	—	—	—	X	—

By marking an X in the box under "agree" you show that you believe that generally companies do this, but that your belief is not especially strong.

YOU MAY BEGIN

Job-Related Attitudes (cont'd.)

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	It's very hard to change jobs within an organization.	—	—	—	—	—
2.	It's more important to be well liked than to be skilled at your work.	—	—	—	—	—
3.	Businessmen are as honest as everyone else.	—	—	—	—	—
4.	You must have "pull" to get a good job.	—	—	—	—	—
5.	Most large business organizations are genuinely concerned about preserving our environment.	—	—	—	—	—
6.	Most supervisors expect you to feed their egos.	—	—	—	—	—
7.	The products or services may differ, but essentially all large organizations are the same.	—	—	—	—	—
8.	Few employees are in it just for the money.	—	—	—	—	—
9.	The most valuable employee is one who can make quick decisions.	—	—	—	—	—
10.	Most companies have little concern for their customers.	—	—	—	—	—
11.	Most people look for personal fulfillment in activities and experiences outside their jobs.	—	—	—	—	—
12.	There is too big a gap between executive salaries and worker wages.	—	—	—	—	—
13.	Most workers are not interested in contributing to the success of the company they work for.	—	—	—	—	—
14.	Most people are reasonably happy in their work.	—	—	—	—	—

Job-Related Attitudes (cont'd.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. Businesses are too closely regulated by the government.	—	—	—	—	—
16. Corporations are too powerful for the good they do.	—	—	—	—	—
17. Big companies are better places to work than small ones.	—	—	—	—	—
18. It is the unions that get the workers more money and better conditions.	—	—	—	—	—
19. Most supervisors can tolerate criticism.	—	—	—	—	—
20. Playing favorites in promotions is all too common.	—	—	—	—	—
21. There is something in almost every job that you can like.	—	—	—	—	—
22. Some high-paying jobs are boring.	—	—	—	—	—
23. Most places of work have rigid codes of dress styles and personal appearance.	—	—	—	—	—
24. Anyone can run a business, if paid enough.	—	—	—	—	—
25. Most low-paying jobs are boring.	—	—	—	—	—
26. Unionized employers pay better than non-union employers.	—	—	—	—	—
27. Companies expect your complete loyalty no matter what they pay you.	—	—	—	—	—
28. Your ability to do the job is what counts in the business world.	—	—	—	—	—

Job-Related Attitudes (cont'd.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
29. Most supervisors are receptive to employee suggestions about how to do the job differently or better.	—	—	—	—	—
30. A person who has a job is usually thinking about a career in that field.	—	—	—	—	—
31. Most supervisors can do the employee's job better than the employee.	—	—	—	—	—
32. In general, workers are well paid for the work they do.	—	—	—	—	—
33. A small company usually has more efficient management than a large one.	—	—	—	—	—
34. Dress, hair style, etc. usually reveal an employee's values.	—	—	—	—	—
35. Companies want to provide their employees with good benefits and working conditions.	—	—	—	—	—
36. It's impossible to get a job if you haven't had previous experience in that area.	—	—	—	—	—
37. Most companies try to satisfy their customers fully and completely.	—	—	—	—	—
38. Ability to write effectively is important for success in most jobs.	—	—	—	—	—
39. First-line supervisors work harder than managers.	—	—	—	—	—
40. Competition among employees increases efficiency.	—	—	—	—	—
41. The business man will try to take advantage of you if he can.	—	—	—	—	—

Job-Related Attitudes (cont'd.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
42. Employees are paid more for jobs that require decisions that affect other workers.	—	—	—	—	—
43. It's not fair to dismiss an employee because he makes a bad decision about how to do a job-related task.	—	—	—	—	—
44. Being fired for poor job performance is a signal to change your career goal.	—	—	—	—	—
45. The most valuable employee is one who checks with his supervisor before making decisions.	—	—	—	—	—
46. On most jobs the employee is simply told what to do and is not expected to seek out information.	—	—	—	—	—
47. Corporations and large companies are good parts of our society.	—	—	—	—	—
48. Most people who decide to retire are disillusioned with work.	—	—	—	—	—
49. The best way to be rewarded for good performance is to quietly do your job as you are asked to, instead of making suggestions or pointing out problems.	—	—	—	—	—
50. Most organizations are more concerned with worker efficiency than with the personal needs of their employees.	—	—	—	—	—
51. Businesses are more concerned with making profit than with improving society.	—	—	—	—	—

Job-Related Attitudes (cont'd.)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
52. Most workers feel that they are an important part of a company.	—	—	—	—	—
53. Small shops have better working conditions than large ones.	—	—	—	—	—
54. You lose your co-workers friendship when you become a foreman or supervisor.	—	—	—	—	—
55. Workers must depend on each other to get their jobs done.	—	—	—	—	—
56. Workers have to struggle for every added benefit.	—	—	—	—	—

TECHNICAL INFORMATION

Job-Related Attitudes

Rationale/Objective of Instrument

Review of available instruments previously used in the program revealed a need for informed assessment of student knowledge of, and attitudes toward, the economic sector. Students in EBCE work closely over extended periods with different levels and types of employees and employers. Student attitudes might be expected to form, alter, and deepen as a result of such exposure. This instrument was created to ascertain what students' attitudes were and to monitor changes as they occurred. Changes in response would be hypothesized only for students with considerable exposure to the economic sector.

Respondent Group

Students in EBCE were asked to complete this instrument three times during the 1973-74 school year. Control Group D students and Comparison Group E completed the instrument only twice during the year, early and late.

History of the Development

Interviews of students at the conclusion of the 1972-73 school year yielded information as to beliefs and opinions of economic, business, and employment issues. As a means of verifying the kind of information these interviews had informally revealed, a Likert-type attitude scale was developed. A large number of statements (over 75) was prepared, generated mainly from outcomes suggested by the interview protocols. Fifty-six items were selected according to three criteria: clarity, content category, and consistency with concepts of job-relatedness. Members from all components of the project staff participated in development of the instrument.

Data from the midyear testing of EBCE and control group students (N = 67) were studied through cluster analysis to see if scale scores could be usefully derived from subsets of items. The cluster analysis procedure described in Tryon and Bailey (1970)* was used in the effort to develop scales from the items of the Job-Related Attitudes instrument. This procedure, like the many procedures of component and factor analysis, has as its purpose the resolution

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*Tryon, Robert and Bailey, Daniel. Cluster Analysis. New York: McGraw-Hill Book Company, 1970.

of a set of variables (items) into subsets measuring a common dimension of greater generality than the individual items. The cluster analysis approach is distinctive in its application of the idea of analyzing a hierarchy into distinct clusters, as opposed to the factoring into eigenvalues and eigenvectors of the component or factor analysis approach.

The analyses were performed at the University of California, Berkeley, using the computer program developed by Daniel Bailey, Department of Psychology, University of Colorado, Boulder, Colorado. The program allows a prior specification of scale definers and produces reliabilities and other statistics. Typically, first runs are made to isolate potential clusters, and the final clusters, along with cluster score intercorrelations, are analyzed in the last step of a rather exploratory procedure.

Four clusters were identified based on considerations of meaningfulness and the criterion that a cluster have a reliability of at least .60 using data from a second administration. The four clusters appear to relate to such concepts as attitudes toward work organizations, maintenance of a low profile, and avoidance of commitment. These clusters were composed of from five to eight items each as indicated in Table C-11. Collectively the four clusters incorporated 23 of the 55 items in the test, and no item appears in more than one cluster.

Item Content

The 56 items can be logically grouped by content into the following categories:

1. Statements of facts or events that may be rated as to their existence or occurrence in the business world on:
   a. management practices and conditions,
   b. worker practices and conditions,
   c. union practices and conditions, and
   d. consumer practices and conditions;
2. Statements expressing opinions about the business world that may be rated for description accuracy for the rater with respect to:
   a. management,
   b. workers,
   c. unions, and
   d. consumers;

TABLE C-11

JOB-RELATED ATTITUDES CLUSTERS

Item Number	Item	Factor Cluster Coefficient
	CLUSTER 1	
6	Most supervisors expect you to feed their egos.	.64
22	Some high-paying jobs are boring.	.53
26	Unionized employers pay better than non-union employers.	.53
16	Corporations are too powerful for the good they do.	.51
18	It is the unions that get the workers more money and better conditions.	.51
20	Playing favorites in promotions is all too common.	.48
23	Most places of work have rigid codes of dress styles and personal appearance.	.45
27	Companies expect your complete loyalty no matter what they pay you.	.35
	Reliability Estimate: .75	
	CLUSTER 2	
5	Most large business organizations are genuinely concerned about preserving our environment.	.67
52	Most workers feel that they are an important part of a company.	.63
15	Businesses are too closely regulated by the government.	.57
37	Most companies try to satisfy their customers fully and completely.	.55
29	Most supervisors are receptive to employee suggestions about how to do the job differently or better.	.54
14	Most people are reasonably happy in their work.	.49
	Reliability Estimate: .77	
	CLUSTER 3	
54	You lose your co-workers friendship when you become a foreman or supervisor.	.90
49	The best way to be rewarded for good performance is to quietly do your job as you are asked to, instead of making suggestions or pointing out problems.	.51
45	The most valuable employee is one who checks with his supervisor before making decisions.	.33
10	Most companies have little concern for their customers.	.26
3	Businessmen are as honest as everyone else.	.43
	Reliability Estimate: .65	
	CLUSTER 4	
25	Most low-paying jobs are boring.	.67
53	Small shops have better working conditions than large ones.	.60
44	Being fired for poor job performance is a signal to change your career goal.	.50
46	On most jobs the employee is simply told what to do and is not expected to seek out information.	.43
48	Most people who decide to retire are disillusioned with work.	.39
	Reliability Estimate: .69	

3. Some judgments about large versus small employing organization.

Administration Procedures

This instrument is self-administering, with a simple set of directions, including a sample item. The instrument was administered three times with no difficulties. Although there are no time limits, the 56 items should require no more than 20 minutes.

Scoring Procedures

Each item is scored on a scale from one to five. Cluster scores may be obtained by addition of the item scores in each cluster.

Reliability

Internal consistency reliabilities of the four scales were initially estimated by the cluster analysis program as .75, .77, .65, and .69.

TABLE C-12

INTERCORRELATION OF MIDYEAR CLUSTER SCORES FOR FWS STUDENTS AND OPS CONTROL STUDENTS* (N = 67)

	Cluster 1	Cluster 2	Cluster 3	Cluster 4
Cluster 1	--	.29	.14	.10
Cluster 2	.29	--	.09	.06
Cluster 3	.14	.09	--	.18
Cluster 4	.10	.06	.18	--

*Additional data on cluster correlations are given in Table 3.47 of the report.

NAME _____ DATE _____

SCHOOL Far West School GRADE _____

JOB-RELATED TERMS

Below are words and definitions used in business and industry. On the left are the definitions, and on the right are the words. They are in mixed order. You are to match the number of the word with its definition. There is one extra word for which there is no definition.

The sample below shows you what to do, although it is not completed. Do the remaining three items for practice.

Sample
Group 0:

6	An occupation or trade requiring artistic or hand skills.	1. Bonus
4	Advancement to a higher rank or position.	2. Staff
5	One who oversees the work of others.	3. Feedback
___	Selling items directly to the people who will use them.	4. Promotion
___	Workers on a project or in a group.	5. Supervisor
___	Information on how things turned out.	6. Craft
		7. Retail

Answers to remaining definitions (in order): 7,2,3. There is no definition given for No. 1 (Bonus).

Job-Related Terms (cont'd.)

Definition	Word
Group A	
_____ The buildings and equipment of a business.	1. Executive
_____ The study of production, distribution and use of goods and services.	2. Assets
_____ A director of activities of an organization.	3. Convention
_____ The entire property of a person or company.	4. Bonus
_____ A large business meeting.	5. Economics
_____ A fixed sum paid a worker following his retirement.	6. Plant
	7. Pension
Group B	
_____ An informal record or written reminder.	1. Data
_____ Information used as a basis for decisions or discussions.	2. Fringe benefits
_____ Lay out money now for future profit or income.	3. Transaction
_____ A written agreement on working conditions and salaries between union members and an employer.	4. Memo
	5. Investment
_____ A business deal.	6. Wholesale
_____ Medical, retirement or unemployment assistance by the employer.	7. Contract

Job-Related Terms (cont'd.)

Group C

_____	A phase or step in preparing a final product.	1. Computer print-out
_____	A percentage amount of total sales as payment for selling.	2. Stock
_____	The collection, analysis and presentation of numerical data.	3. Operation
_____	Operation of equipment or production of goods by mechanical means.	4. Statistics
_____	A definite course of action to guide and determine present and future decisions.	5. Commission
_____	Materials and goods bought and sold in business.	6. Policy
		7. Automation

Group D

_____	A representative of the union who is also a worker.	1. Shop steward
_____	A worker with complex mechanical or electronic devices or processes.	2. Ledger
_____	A book containing records of accounts.	3. PBX
_____	A neutral person who helps in the bargaining process.	4. Arbitrator
_____	Something owed in business.	5. Debit
_____	A telephone switchboard.	6. Technician
		7. Blueprint

Group E

_____	A grant to cover operating or production losses.	1. Capital goods
_____	Costs of operation excluding materials and direct labor.	2. Overhead
_____	Profits from the sale of capital investments.	3. Profit-and-loss statement
_____	Commodities for use in production.	4. Subsidy
_____	Theoretical increase in the value of a business.	5. Dividends
_____	The distribution of profits to shareholders.	6. Capital gains
		7. Paper profits

Job-Related Terms (cont'd.)

Group F		Word
_____	Skillful worker at a trade or craft	1. Proprietorship
_____	One who does many things or has a wide variety of skills	2. Specialist
_____	Working as a novice with the understanding that you will learn the needed skills	3. Journeyman
_____	Work as a fiscal agent to check on expenditures	4. Comptroller
_____	One who devotes himself to a particular branch of a subject or job	5. Apprenticeship
_____	Holding total ownership of a business establishment	6. Internship
_____		7. Generalist

Group G		
_____	Hiring policy to give opportunity to minority members	1. Affiliation
_____	The right to market a product or provide a service	2. Surcharge
_____	An investment yielding fixed payments	3. Commission
_____	An association with an organization or a club	4. Affirmative Action
_____	A percentage of the money taken in on sales, given as pay to the salesperson	5. Rebate
_____	An additional amount added to the usual cost	6. Franchise
		7. Annuity

Job-Related Terms (cont'd.)

Group H		Word
_____	To move from one place or job to another	1. Transfer
_____	To buy and sell something that involves considerable risk but offering the chance of large gains	2. Devaluate
_____	To seek votes or opinions from people	3. Amortize
_____	To reduce the legal value of a currency	4. Boycott
_____	To coerce or intimidate by not buying or using	5. Canvass
_____	To pay off a debt in regular payments	6. Speculate
_____		7. Demonstrate

Group I		
_____	A schedule of when certain things are to happen	1. Petition
_____	An order from a court prohibiting a person or group from carrying out a given action	2. Resumé
_____	A statement of position or feeling adopted by a formal group	3. Timetable
_____	A statement of a job applicant's previous employment, experience and education	4. Injunction
_____	A governmental statute or regulation	5. Flow Chart
_____	A diagram showing the progress of work through a sequence of operations	6. Ordinance
		7. Resolution

TECHNICAL INFORMATION

Job-Related Terms (JRT)

Rationale/Objective of Instrument

The concept of Experience-Based Career Education (EBCE) emphasizes the integration of students' learning activities into the economic, business, and working community. Students work with executives, managers, blue- and white-collar employees, craftsmen, artists, and professionals of all kinds at their worksites. There the students hear the common languages of the marketplace, shop, and business world. Because the students are exposed in their school-related activities to this terminology, there was interest in the extent to which the meanings of the terms had been assimilated, on the assumption that degree of assimilation of career-related terms might indicate an extent of career information gained from the program.

Respondent Group

All FWS students, the OPS control group, and the Oakland public school comparison group were tested with this instrument. The original 30-item version of the test was administered to FWS students in September 1973, and to all groups in January 1974. A revised 54-item version was administered to all groups in May 1974. (Post-test N = 87)

History of the Development

This test was designed to assess knowledge of a broad range of common items relating to job-holding, business life, and economics. In order to choose appropriate items, texts in secondary business education were reviewed, a career guidance unit on business careers was examined, and a large city's (Los Angeles) curriculum guide in economics and government for grade 12 was analyzed. Finally, descriptions of several published tests in business education were reviewed. Prior to the fall pre-testing, a pool of some 50 terms from these various sources was collected by a staff member. These terms were culled by a second staff member and the two staff members reached a consensus on the best 30 items. Results of the midyear testing using these items showed that the test was too easy. It was decided to augment the test with additional items.

In February, three members of the FWS curriculum development team suggested some 225 items for consideration. Sources from which the items were drawn were

the four curriculum packages prepared for student use, together with terms the development team felt appropriate from their personal experience with the students and the program. This list was reviewed and pared to 50 items by evaluation staff members. The 50 items were submitted to seven FWS staff members, one of whom was an evaluator, for rating (1 = good, 2 = acceptable, and 3 = unacceptable). These ratings were used to reduce these 50 items to 24. These items were added to the test, making a total test length of 54 items.

Item Content

Item content is related to the following subject categories:

1. business environment,
2. business procedures,
3. production processes,
4. distribution processes,
5. business role nomenclature, and
6. basic financial concepts.

Administration Procedures

The current test is arranged in nine sets of six definitions for seven terms. The task is to read a definition, locate the term that it defines, and indicate the number of the correct term in an answer space in front of the definition. The seventh, extra, term serves to provide the student an alternative for the last definition in each set. Simple directions are provided in such a way that this instrument is self-administering. The test is group administered. There have not been time limits, but all students can finish in 15 minutes.

Scoring Procedures

One point is given for each right match of term and definition. The score is the total number of right matches.

Reliability

The Alpha reliability estimate, computed on 84 cases that were tested in May 1974, was .95. Item difficulty percents and item-test correlation coefficients are given in Table C-13.

Validity

The validity of this test as an index of involvement in the program has not yet been studied. In a cluster analysis, this score appeared in the Academic Achievement cluster. Correlation with grade level was .44, with Iowa Tests of Educational Development (ITED) Math .56, with ITED Reading .68, and with GPA .36. (N = 67, February 1973)

Supplementary Information

As part of the analysis of data for the program evaluation report, data for JRT were examined from a number of points of view. A comparison of the FWS Experimental Group students with OPS control group students showed no statistically significant differences using an analysis of covariance.

The data were also analyzed to complete the technical information about the instrument itself. The test data were first examined to determine whether the full-length (54 items) test was appropriate for the group tested. Data on the two parts of the test and the total test are presented in Table C-14. These data are based on all students (FWS, control, and comparison groups)who took the JRT at the end of the year. They show that the 24 new items are appreciably more difficult than the original set of items, but the total test is still somewhat easier than would be desirable. It does, however, provide better discrimination among the individual students than was the case for the tests used at the beginning and middle of the year.

Because the JRT test was essentially a vocabulary test limited to a quite specific area, it seemed necessary to examine the relationship between this test and two scores from the Iowa Tests of Educational Development (ITED) that have a heavy loading of verbal material. The two correlation tables (C-15, C-16) presented below are based on data from the FWS Experimental Group (Group C) and the OPS Control Group (Group D). These tables also show the correlation of the JRT year-end test with the JRT midyear test and with age (in months). As can be seen from these tables, the correlation of the year-end JRT with ITED-Reading is higher than the correlation of the two ITED-Verbal scores with each other. The correlation with ITED-Language is also quite high. It seems quite reasonable to conclude that the JRT test results are related to a very high degree to general verbal ability, and is probably even more highly related to overall vocabularly level. The correlation coefficients obtained between the midyear

and year-end administration are quite consistent with the alpha coefficients reported above.

In summary, it seems evident that the JRT test yields a reliable score, but it probably is too easy for good general assessment of secondary school students. It is likely that the test measures only a particular aspect of general verbal ability.

TABLE C-13

ITEM ANALYSIS STATISTICS FOR JOB-RELATED TERMS BASED ON POSTTEST
FWS STUDENTS
(N=49)

Item Number	Group Identification Number	Correct Term	Percent Correct	Sigma*	Part/Whole Correlation*
1	A1	plant	71	45	55
2	A2	economics	86	35	60
3	A3	executive	96	20	45
4	A4	assets	69	46	62
5	A5	convention	100	0	--
6	A6	pension	96	20	12
7	B1	memo	96	20	38
8	B2	data	94	24	50
9	B3	investment	96	20	34
10	B4	contract	92	27	31
11	B5	transaction	92	27	31
12	B6	fringe benefits	98	14	32
13	C1	operation	61	49	42
14	C2	commission	73	44	19
15	C3	statistics	59	49	52
16	C4	automation	88	33	31
17	C5	policy	71	45	36
18	C6	stock	90	30	22
19	D1	shop steward	82	39	38
20	D2	technician	90	30	44
21	D3	ledger	80	40	45
22	D4	arbitrator	88	33	52
23	D5	debit	80	40	70
24	D6	PBX	86	35	52
25	E1	subsidy	29	45	56
26	E2	overhead	47	50	52
27	E3	capital gains	55	50	52
28	E4	capital goods	37	48	72
29	E5	paper profits	37	48	58
30	E6	dividends	43	50	51
31	F1	journeyman	43	50	73
32	F2	generalist	65	48	58
33	F3	apprenticeship	65	48	65
34	F4	comptroller	61	49	58
35	F5	specialist	53	50	65
36	F6	proprietorship	65	48	70
37	G1	affirmative action	53	50	56
38	G2	franchise	33	47	59
39	G3	annuity	37	48	41
40	G4	affiliation	61	49	52
41	G5	commission	71	45	41
42	G6	surcharge	63	48	65
43	H1	transfer	94	24	37
44	H2	speculate	59	49	56
45	H3	canvass	31	46	53
46	H4	devaluate	78	42	73
47	H5	boycott	82	39	60
48	H6	amortize	53	50	55
49	I1	timetable	73	44	71
50	I2	injunction	53	50	48
51	I3	resolution	35	48	35
52	I4	resume	69	46	65
53	I5	ordinance	55	50	62
54	I6	flow chart	67	47	65

*Decimals have been omitted. Numbers are in hundredths.

TABLE C-14

DISTRIBUTIONS OF SCORES ON TWO PARTS AND THE TOTAL FOR THE JOB RELATED TERMS TEST FOR ALL STUDENTS TESTED AT END OF YEAR

Scores	First 30 Items		Last 24 Items		Total Test	
	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank
52-54	-	-	-	-	6	96.1
48-51	-	-	-	-	6	88.3
44-47	-	-	-	-	11	77.2
40-43	-	-	-	-	9	64.3
36-39	-	-	-	-	11	51.3
32-35	-	-	-	-	9	38.3
28-31	15	90.2	-	-	5	29.2
24-27	24	64.9	3	98.0	7	21.4
20-23	14	40.2	12	88.2	4	14.3
16-19	11	24.0	17	59.4	4	9.1
12-15	8	11.7	18	46.7	2	5.2
8-11	2	5.2	8	30.0	2	2.6
4- 7	2	2.6	16	14.3	1	0.6
0- 3	1	0.6	3	1.9	-	-
N	77		77		77	
Mean	21.9		13.6		35.5	
Median	23.6		14.1		37.1	

TABLE C-15

CORRELATION COEFFICIENTS BETWEEN YEAR-END JOB-RELATED TERMS TEST AND SELECTED OTHER MEASURES FOR FWS EXPERIMENTAL STUDENTS (N = 12)

Measures	JRT Final	JRT Mid	ITED Language	ITED Reading	Age (Months)
JRT, year-end	-	.94	.65	.89	.86
JRT, midyear	-	-	.52	.78	.69
ITED Language	-	-	-	.81	.62
ITED Reading	-	-	-	-	.84
Age (Months)	-	-	-	-	-
Mean	34.83	34.00*	9.16	10.02	194.8
SD	14.13	16.16*	2.62	2.38	12.1

*Means and standard deviations for the midyear JRT have been adjusted through part-whole linear equating to put them on the same scale as the year-end JRT.

TABLE C-16

CORRELATION COEFFICIENTS BETWEEN YEAR-END JOB-RELATED TERMS TEST AND SELECTED OTHER MEASURES FOR CONTROL GROUP STUDENTS (N = 12)

Measures	JRT Final	JRT Mid	ITED Language	ITED Reading	Age (Months)
JRT, year-end	-	.83	.43	.43	.36
JRT, midyear	-	-	.43	.20	.44
ITED Language	-	-	-	.24	.16
ITED Reading	-	-	-	-	.19
Age (Months)	-	-	-	-	-
Mean	34.17	33.70*	10.19	10.48	195.3
SD	13.22	13.28*	1.80	2.33	12.0

*Means and standard deviations for the midyear JRT have been adjusted through part-whole linear equating to put them on the same scale as the year-end JRT.

PARENT INTERVIEW (MIDYEAR)
Far West School

Parent/Guardian _____ Interviewer _____

Student _____ Date _____

This is _____ calling for Far West School. May I speak to either _____ or _____? I understand that your daughter/son (or name) is going to FWS this year. FWS has asked me to talk to the parents/guardians to find out (get a feel for) how (what kind of job) the school is doing. It is important for them to know how the parents feel about the school. I would like to ask you just a few questions about it.

1. First of all, how do you feel about the school?

2. Does your son/daughter talk to you much about it? (About the school . . . about what he/she does . . . about what he/she has learned?)

3. Have you seen any changes in your son/daughter since she started to this school? (Get specific examples.) What were they?

   a. Working harder/less hard/about the same as in regular school?

   b. More or less responsible?

   c. More or less interested in school?

   d. More or less confident of himself/herself?

   e. More or less planning for his/her future?

4. How would you compare the program at this school with his/her program at regular schools?

5. Did you receive a questionniare from FWS in the mail recently? Yes ____ No ____ If yes, do you have any questions about the purpose of the questionnaire? (It is to get your opinion of FWS and its effect on your son/daughter; it is NOT to judge his/her performance; it will NOT gdt in his/her records; it is VERY important to the program's future that it be filled out and sent in.

   a. If no, may we have your address?

   b. Have you had any difficulty answering any of the questions on the form? Yes ____ No ____ Which questions?

   c. Do you feel you have enough information about the school to answer most or all the questions?

6. Would you like to receive more information about the school? We will send some (but please complete and return the questionnaire in the meantime).

TABLE C-17

FEELINGS ABOUT FAR WEST SCHOOL

	Parents
Number	26
	%
Positive feelings	65
Negative feelings	8
Both positive and negative feelings	27
Positive Comments:	
Excellent/wonderful/practical program	23
Student likes better than regular school	23
Good progress/great help for student	15
Pleased with what student is doing	15
Negative Comments:	
Not enough communication between FWS and parents	15
Not enough classrooms/academic subjects	8
Don't know what program is	8

TABLE C-18

STUDENT AND PARENT DISCUSSION ABOUT FWS PROGRAM

	Parents
Number	26
	%
Student talks about program	69
Student does not talk about program	8
Occasional/not much talk about program	23
Comments on student/parent discussion:	
Talks about project/experiences in field	58
Student learning more	15
Student more interested in school	12
Student has good attitudes/feeling of worth	8

TABLE C-19

CHANGES OBSERVED IN STUDENT

	Parents
Number	26
	%
More interested in school now/more involved	85
Working harder now/concentrating	65
More responsible now	54
Has more confidence in self/more self-worth	50
More mature/adult/grown-up	42
Plans to go to college now	38
Still not sure/changes mind about future	31
Goes to school regularly now, never did before	19
Gets homework done now	19
Seems happier now	15
More motivated now	12
Reads a lot now	8

TABLE C-20

COMPARISON OF FAR WEST SCHOOL
WITH REGULAR HIGH SCHOOL

	Parents
Number	26
	%
FWS much better all around	23
Student works more/talks more about the school work at FWS	19
Student has more freedom at FWS	15
Student has received individual attention at FWS	12
I don't know enoug about FWS to compare	12
FWS gives practical experience needed	8
FWS should have more classroom-type teaching	8

PARENT QUESTIONNAIRE
Far West School

This questionnaire is meant to give you an opportunity to express your opinions about the Career Education Program your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from "1" to "5." The words at each end of the rating scale indicate what the scale means. A "1" may mean "Definitely No;" therefore if you feel strongly that the answer to a question is "No," you should circle the "1." A "5" may mean "Definitely Yes;" if you feel strongly that the answer is "Yes," you should circle the "5." Numbers "2," "3," and "4" indicate an opinion somewhere in between "Definitely No" and "Definitely Yes." Some scales have different words, but they all work the same way.

Read the words above the rating scale numbers so you know what the scale means. Read each question and circle the number which reflects your opinion. There are no <u>right</u> or <u>wrong</u> answers; your thoughts and feelings are the important things in this questionnaire. The answers that you, as parents, give will help determine how well the program is doing and improve it in the future. Remember to circle a number for each item. Thank you for taking the time to fill out this questionnaire.

Your Name (N = 26) _____

Name of Student _____

Note: The number of parent responses have been tabulated for each item on the questionnaire except for those items which require written comment. Response tabulations are listed directly below the rating scale for each item. Responses to multiple choice questions are indicated next to each choice.

Parent Questionnaire (cont'd.)

1. How well does the Career Education Program compare overall with the past school experiences of your daughter or son?

Rating scale	Much Worse 1	2	3	4	Much Better 5
Responses	0	0	8	10	16

2. If you had it to do over again, would you want your son or daughter to participate in the Career Education Program?

Rating scale	Definitely No 1	2	3	4	Definitely Yes 5
Responses	0	1	5	6	22

3. How well do you think your son or daughter likes the Career Education Program compared with past school experiences?

Rating scale	Much Worse 1	2	3	4	Much Better 5
Responses	0	0	2	3	29

4. What do you think are the greatest weaknesses of the Career Education Program?

Parent Questionnaire (cont'd.)

5. What do you think are the greatest strengths of the Career Education Program?

_____

_____

_____

_____

6. Have you received enough information about your son or daughter's progress in the Career Education Program?

	Definitely No				Definitely Yes
Rating scale	1	2	3	4	5
Responses	8	6	11	6	3

7. In comparison with regular schools how much opportunity did the Career Education Program provide your daughter or son for learning about occupations?

	Much Less		About the Same		Much More
Rating scale	1	2	3	4	5
Responses	1	0	0	4	29

8. What effect, if any, has the Career Education Program had on helping your son or daughter form career plans?

	Definitely Bad		No Effect		Definitely Good
Rating scale	1	2	3	4	5
Responses	0	0	5	16	13

Parent Questionnaire (cont'd.)

9. In comparison with regular schools how much opportunity did the Career Education Program provide your daughter or son for general learning?

	Much Less		About the Same		Much More
Rating scale	1	2	3	4	5
Responses	2	5	6	9	12

10. In comparison with past experiences in regular schools how motivated is your daughter or son to learn in the Career Education Program?

	Much Less		About the Same		Much More
Rating scale	1	2	3	4	5
Responses	0	0	2	9	23

11. How would you rate the approaches to learning used in the Career Education Program?

	Poor				Excellent
Rating scale	1	2	3	4	5
Responses	0	0	6	12	15

12. What positive changes have you noticed in your son or daughter that might be a result of participation in the Career Education Program?

_____

_____

_____

13. What negative changes have you noticed in your daughter or son that might be a result of participation in the Career Education Program?

_____

_____

_____

Parent Questionnaire (cont'd.)

14. How often does your son or daughter talk to you about what's going on in the Career Education Program?

	Almost Never				Almost Daily
Rating scale	1	2	3	4	5
Responses	2	2	9	8	13

15. About how often have you had any contact with any Career Education Program staff members?

	Almost Never				Very Frequently
Rating scale	1	2	3	4	5
Responses	7	8	16	2	1

16. How many meetings have you attended during this school year where other parents of Career Education students were present?

					4 or
Rating scale	None	1	2	3	More
Responses	16	14	3	1	0

17. How would you rate the general quality of the Career Education Program staff?

	Poor				Excellent	
Rating scale	1	2	3	4	5	
Responses	1	0	5	14	7	(NR* - 7)

*NR - No response.

Parent Questionnaire (cont'd.)

18. How would you rate business and community resources available in the Career Education Program?

	Poor 1	2	3	4	Excellent 5	
Rating scale						
Responses	0	1	2	17	9	(NR* - 5)

19. How would you rate your overall relationship with the staff of the Career Education Program?

	Poor 1	2	3	4	Excellent 5	
Rating scale						
Responses	1	0	9	9	10	(NR* - 5)

20. How would you rate the enthusiasm of the Career Education Program staff?

	Poor 1	2	3	4	Excellent 5
Rating scale					
Responses	0	0	4	11	14

21. What do you think of the occupational plans of your daughter or son?

	Responses
a. [ ] There aren't any firm plans yet.	20
b. [ ] The plans should be changed.	1
c. [ ] The plans seem to be good.	11
d. [ ] We haven't really had a chance to discuss the plans.	2

*NR - No response.

Parent Questionnaire (cont'd.)

22. What do you think your son or daughter will be doing a year after high school?

	Responses (NR* - 2)
a. [ ] Working	4
b. [ ] Attending some kind of college	23
c. [ ] Going to a business or trade school	2
d. [ ] Military	2
e. [ ] Other (please specify)_____	1

23. Below are listed several areas of possible importance for a student to learn. Please rate each in terms of how important you feel it is for a student to learn, and how well you feel the program is accomplishing each.

	How important do you feel this learning is?						How effective do you feel the program has been in accomplishing this learning?					
	Not Important 1	2	3	4	Highly Important 5	NR*	Not Effective 1	2	3	4	Highly Effective 5	NR*
Students learn to:												
a. Perform specific occupational skills	0	5	4	9	14	2	1	3	10	7	11	2
b. Be punctual and organize their time	0	0	0	5	28	1	3	1	7	10	12	1
c. Assume responsibility for themselves	0	0	0	1	33	0	0	0	2	14	18	0
d. Make decisions and follow them	0	0	0	1	33	0	0	1	7	12	14	0
e. Communicate with others in a mature way	0	0	0	6	28	0	0	1	4	13	16	0
f. Be aware of more career opportunities	0	1	1	13	19	0	0	0	6	8	20	0
g. Work with others	0	0	1	9	24	0	2	1	4	11	16	0
h. Evaluate their own work	0	0	1	11	21	1	0	1	8	9	15	1
i. Perform basic academic skills	0	0	0	10	23	1	2	6	7	10	7	2
j. Think through and solve problems	0	0	0	4	30	0	0	2	7	10	15	0
k. Have a positive attitude toward work	0	0	0	6	28	0	0	0	2	14	18	0
l. Have a positive attitude toward self	0	0	0	3	30	1	0	0	2	14	18	0
m. Have a positive attitude toward learning	0	0	1	2	31	0	0	2	7	9	16	0
n. Prepare for further education	0	0	4	5	25	0	0	5	9	8	12	0
o. Improve interpersonal and social skills	0	0	5	10	19	0	0	1	7	15	11	0

*NR - No response.

Parent Questionnaire (cont'd.)

24. How did you first hear about the Career Education Program?

	Responses
Son or daughter	10
High School counselor	3
Friend son/daughter	5
Friend of parent	4
Newspaper	4
Poster	2
Television	3
High School publicity	4

25. What kind of students do you think benefit most from Career Education Programs?

RESOURCE PERSON TELEPHONE INTERVIEW (MIDYEAR)
Far West School

RP _____ INTERVIEWER _____

POSITION _____ DATE _____

This is _____ calling for Far West School. May I speak to _____? Far West School has asked me to talk with some of the persons working with their students in order to find out how students and resource persons/organizations are working together. It is also important to know how you feel about the school. May I ask you just a few questions about your involvement with students these past few months?

1. How many students have worked with you during this school year (since September, 1973)? _____

   How much time do you ordinarily spend with a student? _____

   _____

   What was your longest experience with a FWS student? _____

   _____

2. Do you feel that your longest experience with a FWS student was worthwhile to you? ___yes ___no

   To the student? ___yes ___no

   Could you tell me what happened to make you feel that way? (Obtain as many critical incidences as you can.) (This is the heart of the interview!)

   _____

   _____

   _____

   _____

Resource Person Telephone Interview (Midyear), cont'd.

3. Have you noted any changes in students during the period of time they worked with you? _____

In their self-confidence? _____

_____

In their ability to ask questions? _____

_____

In their ability to respond to questions/directions? _____

_____

In their ability to take initiative? _____

_____

In their reliability? _____

_____

4. Did you receive a questionnaire from FWS in the mail recently? __yes __no.

If yes, do you have any questions about the purpose of the questionnaire?

_____

_____

_____

Have you had difficulty answering any of the questions? ___yes ___no

Which questions? _____

_____

Do you feel you have enough information about the school or enough contact with its students to answer most of the questions? ___yes ___no

Comments: _____

_____

_____

_____

_____

Resource Person Telephone Interview (Midyear), cont'd.

If you have not received the questionnaire, it may be because FWS has an incorrect address for you. May I have your mailing address?

_____

_____

_____

_____

5. Is there anything you would like to tell me about the school (have me pass on to FWS staff) that we haven't covered?

_____

_____

_____

_____

_____

TABLE C-21

ATTITUDES ABOUT EXPERIENCE WITH STUDENT

		RPs
	Number	28
		%
Experience worthwhile to you?		
Yes		71
No		25
	DK/NA	4
Experience worthwhile to student?		
Yes		64
No		32
	DK/NA	4
Positive Comments:		
Student learned a lot about my job/developed job skills		29
Student has been helpful		18
Student benefited from being here		18
Student was responsible/mature		7
Student showed interest in my job		7
We have benefited from student being here		7
Negative Comments:		
Student not interested in my job/what I had to say		14
Student didn't know what was expected of him		7
Student not consistent in showing up		7

TABLE C-22

OBSERVED CHANGE IN STUDENT ON JOB?

	RPs
Number	28
	%
Student growth in job knowledge/abilities	43
No change in student observed	28
DK/time too short to observe change	28

RESOURCE PERSON TELEPHONE INTERVIEW (YEAR-END)
Far West School

RP _____ Interviewer _____

Position _____ Date _____

This is _____ calling for Far West School. May I speak to _____? Far West School has asked me to talk with some of the persons working with their students in order to find out how students and resource persons/organizations are working together. It is also important to know how you feel about the school and its programs. May I ask you just a few questions about your involvement with students these past few months?

1. How many students have you seen this semester (since February)? _____

2. Our EBCE program categorizes activities of students with resource persons by the objectives of the student-RP relationship:

   Orientation: Acquainting the student with you, your career and job, and your organization. Activities might have included guided tours, rap sessions, or introductions to staff engaged in daily routines.

   Exploration: Studying in detail an occupation, issue, or subject area. The student would prepare a research report, essay, photo essay, or oral presentation as documentation of his findings.

   Investigation: Lengthy (over 40 hours) personal involvement in productive, job-related tasks and assignments, with intensive study of related materials, could involve on-site training.

   Of the students you have seen this semester, how many would you classify as having been involved at the level of:

   A. Orientation? _____

      Were they able to observe normal work activities at your place?

      ___ Yes ___ No (Probe for explanation) _____

      _____

_____

_____

_____

B. Exploration? _____

Could you give their names? 1. _____

2. _____

3. _____

C. Investigation? _____

Could you give their names? 1. _____

2. _____

3. _____

3. In Question 3, ask about each student identified at "Exploration" or "Investigation" level in Question 2.

A. Let's talk about _____

What do you feel he/she learned from working with you? (Probe for examples of specific things or tasks he/she learned to do). _____

_____

_____

_____

_____

B. How about _____

What do you feel he/she learned from working with you? (Probe for examples of specific things or tasks he/she learned to do). _____

_____

_____

_____

_____

C. How about _____

What do you feel he/she learned from working with you? (Probe for examples of specific things or tasks he/she learned to do). _____

_____

_____

_____

_____

D. How about _____

What do you feel he/she learned from working with you? (Probe for examples of specific things or tasks he/she learned to do). _____

_____

_____

_____

_____

4. When a student works with an RP he/she is supposed to have a plan for his/her activities. The plan, the activities involved, and the product he/she prepares as evidence of learning are called a project.

A. Did the students you were working with give you information about their projects? (Probe, using names in Q.3 if necessary. If the RP has information on some project(s), continue the remaining parts of Q.4).

_____

_____

_____

_____

B. Did the projects students were doing seem worthwhile? If not, why?

_____

_____

C. Did any students seek help from you in planning their projects? ____

D. Did any students seek advice from you as they worked on their projects? (Probe: Where to get more information). ____

E. Did any students ask you to evaluate their projects or performance at your site? If yes, what was the outcome? ____

F. Did you get any feedback from the school about the students' projects?

5. Do you feel the students make appropriate use of the learning experiences you can offer them? ____

Resource Person Telephone Interview (Year-End), cont'd.

6. Is there anything in particular about the program you would like to suggest or comment on to EBCE staff? _____

_____

_____

_____

_____

RESOURCE QUESTIONNAIRE
Far West School

Name of respondent (N = 36) _____

Title of respondent _____

Name of company _____

Type of company _____

Address of company _____

_____

Number of employees in the company _____

Number of employees at the experience site _____

Length of time respondent has been participating with the Experience-Based Career Education Program (EBCE)

_____

1. When the student is at your site, approximately how many hours do you typically spend with a student? (man hours per week)

   Number of hours _____

2. Which of the following supportive services do you (or others at your site) provide for the EBCE students? Check each appropriate category.

   (Numbers indicate how frequently checked)

	Orientation	Exploration	In-Depth Investigation
Career counseling	19	11	9
Personal counseling	10	9	7
Company orientation	23	11	8
Tutoring in an academic area	8	9	5

Note: The number of student responses have been tabulated for each item on the questionnaire except for those which require written comment. Response tabulations are listed directly below the rating scale for each item. Response to multiple choice questions are indicated next to each choice.

Resource Questionnaire (cont'd.)

2. (continued)

	Orientation	Exploration	In-Depth Investigation
Evaluating individual student assignments	6	9	13
Assisting student in non-job related assignments	5	3	3
Training student to perform a specific job-related task in the community	12	9	14
Planning student assignments	11	12	8
Other (specify) _____	2	2	1

3. How do students spend their time at your company?

(Numbers indicate how frequently checked)

	Orientation	Exploration	In-Depth Investigation
Observing site activities	22	12	5
Researching from site materials	4	12	5
Actively performing site activities	9	12	13
Actively interacting with me	16	13	13
Actively interacting with other site personnel	12	11	9
Individual study	3	9	6
Other (specify) _____	1	1	0

4. How did you become involved with the EBCE program? Check appropriate response(s).

	Responses
a. [ ] EBCE personnel contacted me about the program.	26
b. [ ] A student talked to me about the program.	7
c. [ ] Another employer talked to me about the program.	1
d. [ ] Company personnel talked to me about the program.	7
e. [ ] Other (specify) _____	4

Resource Questionnaire (cont'd.)

5. Why did you become involved with the program? _____

_____

_____

_____

6. Did the EBCE program staff provide you with enough information to help you direct student activities at your site? (NR* - 2)

(Numbers indicate how frequently checked) Yes [ ] (22) No [ ] (12)

If no, what information would have been helpful? _____

_____

7. Would you recommend to another person that he/she also become involved with EBCE? (NR* - 7)

(Numbers indicate how frequently checked) Yes [ ] (27) No [ ] (2)

Why? _____

8. Describe the type of person you think should be involved with EBCE students.

_____

_____

9. To what extent has the EBCE program had an impact on the following items?

	HOW MUCH IMPACT					VALUE OF IMPACT			
	No Impact	Some Impact	Much Impact	Don't Know	NR*	Good Impact	Bad Impact	Don't Know	NR*
a. Quality of work performed by regular employees	15	5	2	5	9	8	1	6	21
b. Amount of work performed by regular employees	14	10	0	3	9	8	1	5	22
c. Company hiring practices	19	2	0	3	12	2	0	5	29
d. Company training practices	12	8	1	2	13	6	0	2	28
e. List other possible impacts	0	0	0	0	36	0	0	0	0

*NR - No response.

Resource Questionnaire (cont'd.)

10. In general, do you think the Career Education Program students you have worked with are really interested in your site? Circle the appropriate number from 1 (definitely no) to (definitely yes).

	Definitely No				Definitely Yes	
Rating scale	1	2	3	4	5	
Responses	3	4	8	7	10	(NR* - 4)

11. In general, do you think the Career Education Program students you have worked with are really interested in the Career Education Program?

	Definitely No				Definitely Yes	
Rating scale	1	2	3	4	5	
Responses	2	3	4	12	10	(NR* - 5)

12. How have other employees reacted to (your) participation in the EBCE program? Check one.

		Responses (NR* - 2)
a. [ ]	Positive reaction	13
b. [ ]	Negative reaction	0
c. [ ]	Mixed reaction	7
d. [ ]	No reaction	4
e. [ ]	Not applicable	5
f. [ ]	Don't know	5

13. In what way (if any) have the regular employees benefited? Check appropriate response(s).

		Responses
a. [ ]	They haven't benefited	7
b. [ ]	Increased their awareness of youth	18
c. [ ]	Motivated the regular employees to further training	2
d. [ ]	Reduced their work load	5
e. [ ]	Increased interest in their own work	8
f. [ ]	I don't know	2
g. [ ]	Other (please specify) _____	3

*NR - No response.

Resource Questionnaire (cont'd.)

14. Do you receive adequate feedback about what happens to the student after they leave your site? Circle appropriate number.

	Never				Always	
Rating scale	1	2	3	4	5	
Response	17	4	2	3	1	(NR* - 9)

15. Do you receive adequate feedback about the effectiveness of your work with the students? Circle appropriate number.

	Never				Always	
Rating scale	1	2	3	4	5	
Response	14	6	2	3	3	(NR* - 8)

16. How many times have you communicated with EBCE staff during this school year? Check as many as apply.

(Numbers indicate how frequently checked)

	Individual Meetings	Meetings	Telephone	Correspondence
Almost every day	0	0	0	0
Once or twice a week	1	0	4	1
Once or twice a month	7	5	11	6
Less than once a year	8	2	8	9
Never	5	5	4	3
NR*	15	24	9	17

*NR - No response.

Resource Questionnaire (cont'd.)

17. Below are listed several areas of possible importance for a student to learn. Please rate each in terms of how important you feel it is for a student to learn, and how well you feel the program is accomplishing each. (Circle the appropriate numbers.)

		How important do you feel this learning is?						How effective do you feel the program has been in accomplishing this learning?					
	Students learn to:	Not Important 1	2	3	4	Highly Important 5	NR*	Not Effective 1	2	3	4	Highly Effective 5	NR*
a.	Perform specific occupational skills	1	3	8	9	10	5	0	5	9	6	2	14
b.	Be punctual and organize their time	0	0	8	12	20	4	3	3	5	7	2	16
c.	Assume responsibility for themselves	0	0	2	4	24	6	1	3	4	7	6	15
d.	Make decisions and follow them	0	0	3	10	18	5	1	4	5	7	4	14
e.	Communicate with others in a mature way	0	1	4	2	23	6	3	1	5	8	5	14
f.	Be aware of more career opportunities	0	0	8	8	15	5	2	1	3	10	6	14
g.	Work with others	0	0	2	9	20	5	1	2	3	9	7	22
h.	Evaluate their own work	0	0	7	6	18	5	1	3	6	3	4	19
i.	Perform basic academic skills	1	0	8	11	10	6	0	1	11	5	1	18
j.	Think through and solve problems	0	0	2	11	18	5	0	4	6	9	2	15
k.	Have a positive attitude toward work	0	0	2	6	23	5	3	1	5	10	3	14
l.	Have a positive attitude toward self	0	0	0	6	25	5	1	2	4	7	5	17
m.	Have a positive attitude toward learning	0	0	0	6	25	31	2	2	2	8	6	16
n.	Prepare for further education	1	0	7	8	15	5	2	2	4	5	6	17
o.	Improve interpersonal and social skills	0	1	4	15	11	5	1	1	7	6	4	17

*NR - No response

Resource Questionnaire (cont'd.)

18. Do you plan to continue participating in the EBCE Program?

(Numbers indicate how frequently checked)

Yes [ ] (26) No [ ] (1) Don't know [ ] (9)

Why: _____

_____

_____

_____

19. What do you think are the greatest strengths of the Career Education Program?

_____

_____

_____

20. What do you think are the greatest weaknesses of the Career Education Program?

_____

_____

_____

21. What other comments or recommendations about the EBCE program would you like to make?

_____

_____

_____

_____

STUDENT BACKGROUND SUMMARY
Far West School

Name_____ Date_____

Please fill out this form as indicated for each of the questions. The information will be kept in confidential files and will only be used for research purposes.

1. Mother's formal education (check highest level):

   [ ] None

   [ ] Elementary

   [ ] Some high school

   [ ] High school graduate

   [ ] Some post-secondary (i.e., some college, business school, trade or technical school)

   [ ] College graduate (four-year degree)

   [ ] Some graduate work

   [ ] Advanced degree (please specify)_____

2. Father's formal education (check highest level):

   [ ] None

   [ ] Elementary

   [ ] Some high school

   [ ] High school graduate

   [ ] Some post-secondary (i.e., some college, business school, trade or technical school)

   [ ] College graduate (four-year degree)

   [ ] Some graduate work

   [ ] Advanced degree (please specify)_____

Student Background Summary (cont'd.)

3. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column)

	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical of dental technician, computer programmer	14	14

Student Background Summary (cont'd.)

4. What was your major field of study? [before you entered the program?]

[ ] General Curriculum [ ] Vocational Education Curriculum [ ] College Preparatory Curriculum

[ ] Other (specify)_____

5. What is your main reason for enrolling in Far West School? (FWS students only)

_____

_____

6. What other reasons did you have for enrolling? (FWS students only)

_____

_____

7. What do you expect to be doing one year after completing [high school?] Check only one.

___ Working full-time.

___ Entering an apprenticeship or on-the-job training program.

___ Going into regular military service or to a service academy.

___ Being a full-time homemaker.

___ Attending a vocational, technical, trade or business school.

___ Taking academic courses at junior or community college.

___ Taking technical or vocational subjects at a junior or community college.

___ Attending a four-year college or University.

___ Working part-time.

___ Other (travel, take a break, no plans)_____

8. What do you expect to be doing five years after completing [high school?]

_____

_____

_____

far west school | STUDENT CHANGE SCALES

Rater _____ Date _____ Student _____

Instructions to Rater: The following list of behaviors and attitudes was developed from an analysis of student responses to Question 11 (Name three ways that you have changed as a result of your school experiences this year) on the SPPS. Using this list, please indicate how you feel that this student has changed this year as a result of FWS experiences.

General Area	Category	No Judgment	Negative Change	POSITIVE CHANGE (Check one) None	Little	Some	Much
SELF GROWTH	1. Self knowledge/understanding						
	2. Maturity						
	3. Self-confidence						
	4. Responsibility						
	5. Motivation						
	6. Independence - ability to work for and by self						
	7. Ability to solve problems make decisions, cope & plan						
CAREER/ WORK	8. Knowledge of/attitudes about careers/world of work (general, not related to a specific field or site)						
	9. Knowledge about specific careers/jobs/behaviours						
LEARNING/ ACADEMIC PROGRESS	10. Attitude & interest in current school and learning						
	11. Academic knowledge (specific and general)						
INTER-PERSONAL	12. Amount and depth of contact with adults						
	13. Ability to relate to others capability for self-expression						
FUTURE PLANNING	14. Developmemt of future goals and plans						

Are there other ways that this student has changed this year, or do you have any other comments you would like to make?

_____

_____

_____

_____

_____

STUDENT INTERVIEW (MIDYEAR)
Far West School

Student's Name _____ Date _____

School _____ Interviewer _____

Hello, _____. I'm _____. I would like to talk with you for the next 40 minutes or so about this semester in school and about your future plans. The purpose of all this is to evaluate the school program, to find out how good or poor a job is being done. This is in no way an evaluation of you. In fact, what you tell me will be kept confidential--no information will be associated with your name. We want you to be open and frank about your experiences and opinions.

1. First, tell me a little about your school program this semester; what kind of program is it?

   [Probe: (If not a FWS student) college preparatory, vocational, general]

   College preparatory [ ] Major?
   Vocational [ ] Which?
   General [ ]
   FWS or EBCE [ ] [Skip to Question 3 if FWS student]

2. Which courses are you taking?

   [Skip to Question 9]

3. Could you tell me the main ways your Experience-Based Career Education Program differs from the programs you can get in a regular high school?

   [Probe: Relative independence in student planning and actions]

4. What would you say is the job of your Learning Coordinator?

   [Probe: What are his primary responsibilities; how does he differ from a teacher, a counselor in your previous school?]

5. About how many Resource Persons have you visited?

   [Probe: What learned; effective things done by RP]

   Do you feel you have benefited from your experiences with the RPs? Yes ____
   No ____ In what way? Why not? [Probe]

6. About how many Resource Organizations have you visited?

   Do you feel you have benefited from your experiences with the ROs? Yes ____
   No ____ In what way? Why not?

Student Interview (Midyear), cont'd.

7. About how many Community Resources have you visited?

   Do you feel you have benefited from your experiences with the CRs? Yes ___ No ____ In what way? Why not?

8. How would you rank the three resources (RP, RO, CR) in terms of their value to you? first ____ second ____ third ____

   Why do you rank them that way?

9. What are your plans for work or study after high school?

10. Do you think your school program this semester will be helpful in what you plan to do? Yes ____ No ____ Why or why not?

11. Do you think your school program this semester will be helpful in deciding what you plan to do after leaving school? Why or why not? Yes ____ No ____

12. What important decisions about your future have you made during this semester?

    [Probe: about education, jobs, possible careers, other decision]

13. What have you done about finding out more about career possibilities for yourself during this semester?

    [Probe: sources of information, people at school or away from school]

    Let's talk about some of the so-called basic skills--reading, writing, and math. Let's start with writing.

14. How do you generally feel about your writing?

    [Probe: expressing yourself or communicating in writing]

15. Do you feel differently about your writing now than you did at the start of this semester?

    [Probe: importance of writing]

16. How has your school helped you in your writing?

17. How do you generally feel about your reading?

    [Probe: skills, interests, amount read]

18. Do you feel differently about your reading now than you did at the start of the semester?

    [Probe: importance of reading]

Student Interview (Midyear), cont'd.

19. How has your school helped you in your reading?

20. How do you generally feel about your math?

    [Probe: skill, confidence]

21. Do you feel differently about your math now than you did at the start of this semester?

22. How has your school helped you in your math?

    Let's talk about what changes you might have seen in yourself this semester as a result of your school experiences.

23. For example, do you feel you've learned to express yourself better, saying what you mean, in one-to-one or group situations? How did school help?

24. Do you feel you've learned more about getting along with people; about being more confident in meeting new people?

25. Do you feel you've learned more about yourself, about your ability to get things done, to work on your own, to take responsibility?

26. In connection with your school program, what adults do you normally come in contact with? (OPS teachers, counselors, staff members; FWS learning coordinators, resource persons, FWS staff members)

27. Do you feel that you have been treated as an adult in these contacts and relationships?

    For instance, do you feel you can speak up? Yes ____ No ____

    Do you feel that you are being listened to?

    Do you feel that you can ask questions without being made to feel dumb or foolish?

    Do you feel that you are expected to be responsible for your own actions and decisions?

    Do you feel that you are not being talked down to?

28. What do you like best about your school? Why?

29. What do you like least about your school? Why?

30. What is your overall opinion of your school?

31. Have you learned anything in this program, or has anything worthwhile happened to you, that you feel would not have happened in the regular high schools?

Student Interview (Midyear), cont'd.

32. What have you missed in the program that you might have learned or experienced in a regular high school?

33. If you had it to do over again, would you come here or stay in the regular high schools? Why?

34. Are you graduating this semester, in February? Yes ____ No ____

35. What would you say are the main problems you are facing now that you are getting out of high school?

36. What do you expect to be doing in the next few weeks?

37. What do you expect to be doing one year from now?

38. The statements below are descriptive of various ways in which Far West School may or may not have assisted you.

    Helped prepare me for work.

    Helped prepare me for college.

    Helped me better understand myself.

    Helped me decide what I want to do after high school.

    Helped me to deal more effectively with others?

    Helped me decide what I want to do to make a living.

39. What advice would pass on to the students now attending Far West School?

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TABLE C-23

HOW FWS DIFFERS FROM REGULAR HIGH SCHOOL

	FWS
Number	16*
	%
Can learn what I want on own schedule	31
Get practical/outside experience	50
Prepares you for outside world	19
Room for individuality	25
More freedom (unspecified)	12
Don't know or no answer (DK/NA)	6

*This is the FWS experimental group (C) only. See text for rationale.

TABLE C-24

PERCEPTION OF THE LC AND HIS JOB

	FWS
Number	16
	%
Like a close friend/easy to talk to	44
Helps me find RPs/ROs/CRs	50
Advises me (unspecified)	31
Checks up on my activities	12
Helps me find out what I'm good at	6
Helps me with my schedule/plans	19
Makes sure I fill out forms right	6
Suggests/advises on projects	6

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TABLE C-25

BENEFITED FROM RESOURCE PERSONS?

	FWS
Number	16
	%
Yes	94
No	6
DK/NA	-
Reasons:	
Learned something/a lot	62
Helped me decide on career/future	12
Learned job skills	12
Was friendly/nice	6
Received a lot of personal attention	6

TABLE C-26

BENEFITED FROM RESOURCE ORGANIZATIONS?

	FWS
Number	16
	%
Yes	56
No	31
DK/NA	14
Reasons:	
Learned something/a lot	19
Learned I wasn't interested in field	12
Helped me decide on career/future	6
Learned job skills	-
Gave me ideas for project	12

TABLE C-27

BENEFITED FROM COMMUNITY RESOURCES?

	FWS
Number	16
	%
Yes	56
No	12
DK/NA	31
Reasons:	
Went to library/museum often	38
Learned something/a lot	-
Gave me ideas for project	6

TABLE C-28

PERCEIVED VALUE OF RESOURCES

	FWS
Number	16
	%
Ranked First:	
Resource Person	75
Community Resource	12
Resource Organization	6
DK/NA	6
Reasons for Ranking:	
RP is one-to-one relationship	44
Can learn more/learned a lot with RP	38
Learned a lot from RO	19
ROs bore me	6
No individual contact with ROs	6
Used CR often	12
Didn't go to any CRs	6

TABLE C-29

ATTITUDES ABOUT SCHOOL

	FWS	Control
Number	16	14
	%	%
Overall positive attitude	75	29
Overall negative attitude	-	50
Both positive and negative attitudes	25	21
Liked Best About School:		
Opportunity to explore interests	12	-
Opportunity to make own schedule	44	7
Everyone gets along	37	14
Freedom/independence (unspecified)	25	-
Explore life outside/in community	6	-
Exploring jobs	6	-
Particular teacher/particular class	-	89
Liked Least About School:		
Filling out forms/too many forms	31	-
All tests/tests are worthless	19	-
Things take too long to get done	6	-
Poorly organized/should be better organized	19	-
Staff cut off from students/need more information	-	-
Students don't have enough say	-	-
Don't like it/the school is bad	-	36
Classes wanted are always filled	-	14
Didn't learn much	-	14

TABLE C-30

PREFERENCE FOR FWS OR REGULAR HIGH SCHOOL

	FWS
Number	16
	%
Prefer Far West School	94
Prefer regular high school	6
DK/NA	0
What Regular School Activities Missed:	31
Sports/gym/athletics	31
Missed my friends	6
Foreign languages	6
Math	12
Electronics	0
Music	0
Nothing/haven't missed anything	56

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TABLE C-31

PLANS FOR AFTER HIGH SCHOOL

	FWS	Control
Number	16	14
	%	%
Plans Made:		
Go to college/junior college	81	64
Get a job/work	25	21
Travel	6	7
Start a business/own business	-	-
Have no plans	6	21
School program helpful in plans?		
YES	88	50
NO	-	43
DK/NA	12	7
How Program Helpful/Not Helpful:		
Given me direction in my future/what jobs interested in	38	-
Have learned things that will be helpful in future	25	46
Not relevant to what interested in/ plan to do	-	36

TABLE C-32

DECISIONS ABOUT FUTURE MADE THIS SEMESTER

	FWS	Control
Number	16	14
	%	%
Made decisions	75	86
No important decisions made	25	14
Input to Decisions:		
Visit/talk with the people in fields of interest	52	7
Read book on interests	12	7
Advisor/LC helped me	19	21
No help on decisions	6	21

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TABLE C-33

ATTITUDES ABOUT BASIC SKILLS: WRITING

	FWS	Control
Number	16	14
	%	%
Positive attitudes	44	64
Negative attitudes	25	21
Both positive and negative attitudes	38	14
Comments:		
Can write well/fairly well	12	36
Like to write	31	29
Writing could be improved	12	-
Writing is important	19	-
People understand what I write	12	14
Writing has improved	6	-
Don't like to write	12	14
Change in Writing Skills:		
I've improved/do better	38	14
Do a lot/more writing now	19	7
Realize that it is more important	19	-
No change in my writing	38	86
How School Helped:		
Advisor/counselor helped	25	-
Doing reports/projects/term papers helped	6	17
Do more writing/made me write more	-	17
School hasn't helped me in writing	19	42

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TABLE C-34

ATTITUDES ABOUT BASIC SKILLS: READING

	FWS	Control
Number	16	14
	%	%
Positive attitudes	88	93
Negative attitudes	6	7
Both positive and negative attitudes	6	-
Comments:		
Like to read	62	43
Like all kinds of books	19	14
I read a lot	25	29
Like specific topics in reading	25	50
Understand what I read	6	-
My reading has improved	12	7
Change in Reading:		
I read more	12	-
My reading has improved	19	7
No change in my reading	44	71
How School Helped in Reading:		
Did lots of reading for projects	6	7
School got me to read more	6	7
School hasn't helped in reading	44	50

TABLE C-35

ATTITUDES ABOUT BASIC SKILLS: MATH

	FWS	Control
Number	16	14
	%	%
Positive attitude	12	29
Negative attitude	44	43
Both positive and negative attitude	37	29
Comments:		
I haven't had math in a long time	25	14
Don't like math	31	43
I'm good at math	12	29
I like math	19	36
I do okay/get by on what I know	19	7
Change in Math:		
See that it is important	19	21
No change in my math	69	64
How School Helped in Math:		
Would help if I wanted/asked for it	-	-
School hasn't helped at all	38	57

TABLE C-36

ATTITUDES ABOUT SELF: LEARNED TO EXPRESS SELF?

	FWS	Control
Number	16	14
	%	%
Yes	81	57
No	19	29
DK/NA	-	14
Comments:		
Able to express self better (unspecified)	31	14
Able to express self better in one-to-one basis	19	7
Able to express self in group	6	14
Overcame shyness/more self-confidence	25	21
Helps me do things on my own	-	-

TABLE C-37

ATTITUDES ABOUT SELF: LEARNED TO GET ALONG WITH PEOPLE

	FWS	Control
Number	16	14
	%	%
Yes	75	57
No	25	36
DK/NA	-	7
Comments:		
LC/RP/PE helped	25	43
Increased my confidence	12	-
I can meet people more easily now	44	14
Get along/can deal with adults better	12	-
Get along with people now	6	7

TABLE C-38

ATTITUDES ABOUT SELF: LEARNED MORE ABOUT SELF?

	FWS	Control
Number	16	14
	%	%
Yes	94	86
No	-	7
DK/NA	6	7
Comments:		
Had to do things on my own	69	25
Learned to become more responsible	38	33
School is run on self-motivation	-	-

TABLE C-39

ATTITUDES ABOUT RELATIONSHIP WITH ADULTS: TREATED AS ADULT?

	FWS	Control
Number	16	14
	%	%
Yes	94	71
No	6	21
DK/NA	-	7
Comment:		
Sometimes they don't listen	19	14
Responsibility is school concept	6	-
My ideas/opinions are respected	-	-
I still feel uneasy asking questions, though it's encourgaged	6	-
No Comment	44	36

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TABLE C-40

ATTITUDES ABOUT RELATIONSHIP WITH ADULTS:
SPECIFIC RELATIONSHIPS

		FWS	Control
	Number	16	14
		%	%
A. Feel you can speak up?			
Yes		94	100
No		-	-
	DK/NA	6	-
B. Feel you are being listened to?			
Yes		94	79
No		-	14
	DK/NA	6	7
C. Feel free to ask questions?			
Yes		94	79
No		-	14
	DK/NA	6	7
D. Feel you are expected to be responsible?			
Yes		94	93
No		6	7
E. Feel you are not being talked down to?			
Yes		94	71
No		-	21
	DK/NA	6	7

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TABLE C-41

INTERVIEWER JUDGMENTS OF STUDENTS

	FWS	Control
Number	16	14
	%	%
Judgment:		
Open	56	57
Reserved	44	43
Confident	50	29
Unsure	31	65
Good self-expression	56	36
Poor self-expression	19	14
Mature	56	50
Immature	25	14
Overal Interviewer Judgment:		
Clearly positive	56	29
Clearly negative	31	36
Both positive and negative	12	36

DO NOT WRITE IN THIS SPACE

FAR WEST SCHOOL

Student Plans and Perceptions Summary

NAME _____ DATE _____

The statements below describe various ways in which your school program this year may or may not have assisted you. Show how you agree or disagree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The school helped prepare me for work.	☐	☐	☐	☐
2. The school helped prepare me for college.	☐	☐	☐	☐
3. The school helped me decide what I want to do after high school.	☐	☐	☐	☐
4. The school helped me better understand myself.	☐	☐	☐	☐
5. The school helped me to get along better with others.	☐	☐	☐	☐

6. Please circle the following kinds of general activities that you like and draw a line through those that you don't like.

Observing	Working with your hands
Reading	Carrying out a research project
Discussing	Doing activities at home
Sitting	Interviewing
Listening	Playing Games
Taking notes	Moving around a lot
Making things	Taking things apart
Serving people	Working alone
Deskwork	Selling and persuading

7. Have you identified any specific careers that you would like to know more about? Yes ___ No ___
If yes, what are they?

_____

_____

_____

_____

8. What do you expect to be doing one year after completing high school? Check only one.

___ Working full-time

___ Entering an apprenticeship or on-the-job training program.

___ Going into regular military service.

___ Being a full-time homemaker.

___ Attending a vocational, technical, trade or business school.

___ Taking academic courses at junior or community college.

___ Taking technical or vocational subjects at a junior or community college.

___ Attending a four-year college or University.

___ Working part-time.

___ Other (travel, take a break, no plans) _____

9. What do you expect to be doing five years after completing high school?

_____

_____

_____

_____

_____

_____

_____

10. Please indicate how useful your school program has been this year in providing help for you in the following areas:

	Not helpful	Somewhat helpful	Very helpful
Reading			
Mathematics			
Writing			
Expressing Yourself			
Meeting and Dealing with people			
Study Habits			
Health and Fitness			

11. Name three ways that you have changed as a result of your school experiences this year.

The Far West School Program

12. How well did different parts of the Far West School program work? Below is a list of characteristics of the Far West School program. Please rate each item as to how successful it was in your own experience at the school. Circle the appropriate number.

		Not at all Successful For you				Very Successful For you
a.	Resource Organizations	1	2	3	4	5
b.	Improving basic skills	1	2	3	4	5
c.	Physical Education Activities	1	2	3	4	5
d.	Learning about careers	1	2	3	4	5
e.	Forms as planning tools	1	2	3	4	5
f.	Resource Persons	1	2	3	4	5
g.	Learning Coordinators	1	2	3	4	5
h.	Tutoring program	1	2	3	4	5
i.	Orientations at Resource Sites	1	2	3	4	5
j.	Credit assignment	1	2	3	4	5
k.	Community Resources	1	2	3	4	5
l.	Social activities	1	2	3	4	5
m.	Feedback from Resource Sites	1	2	3	4	5
n.	Resource Guides	1	2	3	4	5
o.	Learning about oneself	1	2	3	4	5
p.	Advisory group meetings	1	2	3	4	5
q.	Learning Packages	1	2	3	4	5
r.	Diagnostic Testing	1	2	3	4	5
s.	Future career planning	1	2	3	4	5
t.	Resource Center	1	2	3	4	5
u.	External College classes	1	2	3	4	5
v.	Learning to make decisions	1	2	3	4	5
w.	Project planning	1	2	3	4	5
x.	Learning academic skills	1	2	3	4	5
y.	Individual meetings with LCs	1	2	3	4	5
z.	Resource Explorations	1	2	3	4	5

Check one box for each item:

13. How do you judge the help you received in planning your activities?

☐ More than was needed ☐ About right ☐ Needed more help

14. The amount of work required of me was:

☐ Too much ☐ About right ☐ Too little

15. The staff of FWS way (by and large):

☐ Doing a good job ☐ Doing a poor job ☐ Can't judge

16. The other EBCE students were (by and large):

☐ Cold and/or impersonal ☐ Warm and/or friendly

17. Generally, the other EBCE students seemed to be getting:

☐ A lot out of FWS ☐ Something out of FWS ☐ Little or nothing out of FWS

18. The amount of personal freedom allowed students was:

☐ Not enough ☐ About right ☐ Too much

19. The things that the Resource Persons offered seemed:

☐ Useful ☐ Of little use ☐ Can't say either way

20. The Resource Persons you met were generally:

☐ Interesting and enjoyable ☐ Dull and Boring ☐ Can't say either way

21. The things that the Resource Organizations offered seemed:

☐ Useful ☐ Of little use ☐ Can't say either way

22. The Resource Organizations you visited were:

☐ Interesting and enjoyable ☐ Dull and boring ☐ Can't say either way

23. When you look back and compare your Far West School experiences with those you had in the schools you attended before, you are: (check one).

- ☐ Much less satisfied with Far West School than with the others.
- ☐ Somewhat less satisfied with Far West School than with the others.
- ☐ About as satisfied with one as with the other.
- ☐ Somewhat more satisfied with Far West School than with the others.
- ☐ Much more satisfied with Far West School than with the others.

24. What kind of students do you think benefit most from Experience-Based Career Education Programs?

_____

_____

_____

_____

25. What advice or comments do you have for the Far West School staff?

_____

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STUDENT PLANS AND PERCEPTIONS SUMMARY: DEVELOPMENT AND CODING PROCEDURES

Development

The Student Plans and Perceptions Summary (SPPS) is a questionnaire designed to collect end-of-year data from Far West School (FWS) and Oakland Public School (OPS) control/comparison students. It contains two parts: Part I is administered to all students while Part II is applicable only to FWS students.

The SPPS has three major purposes:

1. To obtain end-of-year opinions of the students on their respective school programs.

2. To compare FWS students' future plans and current interests with those of OPS students.

3. To obtain information from FWS students on the success of specific aspects of the FWS program.

The items on the SPPS are in both objective and open-ended format. Wherever possible, questions are adapted, or taken outright, from other forms in use in the program, thereby making it possible to compare FWS students over time as well as to compare their responses with those of other groups such as school leavers and graduates. Table C-42 shows the source of items used in the SPPS.

The SPPS was administered to OPS and FWS students during the summative testing sessions in May 1974, and during make-up sessions held for FWS students.

Description of Codes and Coding Procedures for Each Question on the SPPS

Questions 1-5.

See attached copy of the SPPS for the text of Questions 1-5.

Each of these questions were in the form of a scale to be rated from "strongly agree" to "strongly disagree." Responses were coded from "1-strongly disagree" to "4-strongly agree."

Question 6.

See attached copy of the SPPS for the text of Question 6.

TABLE C-42

DESCRIPTION OF ITEMS USED IN THE SPPS, PART I AND SPPS, PART II

Purpose of Item	Source of Item*	Item Number	Item Content
PART ONE			
To compare FWS students future plans and current interests with those expressed by the students in September 1973 and with those of OPS students.	SBS	8	Post-secondary plans
		9	Long-term plans; open-ended
	IPF	6	Activity interests
		7	Career interests
		10	School progress related to expressed needs for assistance
To obtain end-of-year opinions on FWS/OPS school program. To compare opinions with school leavers and graduates.	SLS GRAD	1-5	Amount of assistance from various parts of school program
	NEW	11	Ways student has changed as result of school experiences; open-ended
PART TWO			
To obtain information from FWS students on success of various aspects of school program. To compare opinions with school leavers.	NEW	12	Rating scales on success for student of 26 aspects of FWS program
	SLS	13-22	Ratings of selected aspects of school program and the people involved
		23	Comparison of FWS with previous programs
To solicit opinions which indicate underlying attitudes toward FWS school. To compare student with parent and school-leaver reaction.	PQ	24	Kind of student who benefits; open-ended
	SLS	25	Advice and comments for staff; open-ended

* SBS: Student Background Summary. Student demographic data collected, 9/73.
IPF: Initial Planning Form. Filled out by student during diagnostic period, 9/73.
SLS: School Leavers Survey. Filled out by students leaving program.
GRAD: Graduate Questionnaire. Filled out by students who have graduated.
PQ: Parent Questionnaire. Filled out by parents, 1/74.
NEW: Item created for this questionnaire.

Students were instructed to circle the activities that they liked and draw a line through the activities that they didn't like; students were orally instructed to leave blank (uncircled, unlined) those activites for which they had neither positive nor negative feelings.

Pre- and post-responses were assigned code numbers as follows:

"1" = line drawn through item (i.e., disliked item)
"2" = blank items (i.e., felt neutral about item)
"3" = circled items (i.e., liked item)

Question 7.

See attached copy of the SPPS for the text of Question 7.

A "yes" answer was assigned any number from 1 through 7 depending on the number of careers listed by the student; "8" indicated eight or more careers mentioned. A "no" answer was assigned a code number of 9. The first three career areas listed by the student were coded for occupational level using the classification scheme shown in Exhibit C-a This classification had been previously used to collect data on occupational levels of the student's mother and father. Responses to the same question appearing on the Initial Student Planning Form, completed at the beginning of the 1973-74 school year, were coded in the same way.

Question 8.

See attached copy of the SPPS for the text of Question 8.

The coding procedure for Question 8 is explicit except in the case of multiple answers, which were given by some in spite of the direction to give only one. The code is the same as that used during the previous administration of this question.

If one answer is given (if directions are followed) the response is coded as follows:

01 = Full-time employment
02 = Apprenticeship or on-the-job training program
03 = Regular military service or a service company
04 = Full-time homemaker
05 = Vocational, technical, or business school
06 = Study of academic courses at junior or community college
07 = Study of technical or vocational subjects at junior or community college
08 = Four-year college or university
09 = Part-time employment
10 = Other

EXHIBIT C-a

Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed but circle the one that comes closest. If either of your parents is out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

(Circle one number in each column)

	Father	Mother
CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent	01	01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02
FARMER, FARM MANAGER	03	03
HOMEMAKER OR HOUSEWIFE	04	04
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07
OPERATIVE such as meat cutter; assembler; machine operator; welder; taxicab, bus, or truck driver; gas station attendant	08	08
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13
TECHNICAL such as draftsman, medical of dental technician, computer programmer	14	14

If more than one answer is checked, the "dominant" answer is determined. The criteria applied to resolving these multiple choices favored full-time over part-time employment, further education over employment, and more advanced education over less advanced. This resulted in the matrix shown in Table C-43; the values appearing in the diagonal cells is the code used.

TABLE C-43

DOMINANT RESPONSE WHEN MULTIPLE ANSWERS ARE CHECKED FOR QUESTION EIGHT

Code for first response	Code for Second Response								
	02	03	04	05	06	07	08	09	10
01	X	X	X	5	6	7	X	X	1
02		X	X	5	6	7	8	2	2
03			X	X	3	3	X	X	X
04				5	6	7	8	4	4
05					6	7	8	5	5
06						6	8	6	6
07							8	7	7
08								8	8
09									9

X = Extremely unlikely combination.

See attached copy of SPPS for the text of Question 9.

A scheme for this question was developed following the previous administration of the item.

Responses to Question 9 were coded as follows:

01 = Unspecified job
02 = Business-clerical
03 = Business-sales
04 = Business-management
05 = Crafts and operative
06 = Technical
07 = Service and protection
08 = Professional
09 = Military
10 = Housewife
11 = Farmer
12 = Retired

21 = Higher education (unspecified)
22 = Masters of Doctoral degree
30 = Uncertain, "Can't say"

Question 10.

See attached copy of the SPPS for the text of Question 10.

On the initial Planning Form (IPF) students were asked to check areas in which they would "like to have some extra help." The checklist is the same as the list of school areas used in Question 10. Responses to Question 10 were coded using information from the IPF as to whether or not help had been requested; this led to the coding scheme described by Table C-44. Responses were also coded disregarding the "help requested" dimension, providing a rating from 1 (not helpful) to 3 (very helpful).

TABLE C-44

CODING SCHEME FOR QUESTION 10

	Degree Program Was Helpful		
	Not Helpful	Somewhat Helpful	Very Helpful
Help not requested (blank on IPF)	1	2	3
Help requested	4	5	6

When no IPF was available (as for Groups D and E) the data were treated as if the IPF item had been blank.

Question 11. Name three ways that you have changed as a result of your school experiences this year.

This question called for the student to structure his own response. Coding procedures were not set beforehand but were based on an examination of the student responses. Student responses to Question 11 are presented in Exhibit C-b. Two separate approaches to analyzing this question led to two coding schemes. Both of these will be described in detail.

Identity of the students was concealed by using a dummy ID number. Although students could not be identified, it was sometimes clearly evident from the content whether the student was from FWS or OPS.

Coding scheme 1: based on category of content. Using an initial sample of 25 students, coding categories were established based on the type of changes mentioned by the students. The categories are shown in Table C-45.

Following establishment of the list of categories, two raters went through the total group of questionnaires, assigning each change mentioned to one of the categories. Each student was rated on up to three changes. Rater agreement of ratings is shown in Table C-46. Differences between raters were reconciled--it was found that raters did not differ seriously and that differences were usually in closely related categories.

TABLE C-45

CONTENT CATEGORIES USED FOR QUESTION 11

Area	Code	Category
1. Self Growth	11	Know more about self
	12	Matured
	13	More sure of self; less shy; express self better
	14	More responsible
	15	More motivated; less lazy
	16	More independent; work for and by self
	17	Improved physically; more physically fit
	18	Able to solve problems, make decision, cope, plan
	10	Other self growth
2. Career/Work	21	Knowledge of and attitudes about careers and the world of work (general)
	22	Knowledge about specific careers/jobs/behaviors
3. Learning/ Academic Progress	31	Attitude changed; more interest in school and learning; better study habits; less cutting
	32	Learned more (specific and general); prepared for college
4. Interpersonal	41	Met more people; do more with people
	42	Get along better; relate better; express self more with people
5. Future Planning	51	Developed goal (unspecified); thought about plans
	52	Decided to further education, go to college
6. Other	91	No change
	92	Negative change
	93	Other

TABLE C-46

DISAGREEMENT BETWEEN TWO RATERS ON CONTENT CATEGORIES, QUESTION 11

Number of Disagreements	Number of Questionnaires
None	31
One	31
Two	13
Three	2
TOTAL	77

Coding scheme 2: based on rating of quality of total responses. During examination of Question 11, the raters observed that there was a noticeable range in the overall quality of responses. A decision by the raters to look at this overall dimension of "breadth" or significance of the statement led to a rating on the quality of content.

Three criteria were used to rate the quality of content:

1. Increased insight into personal, career, or educational growth and development. This area includes statements which give evidence of personal growth, such as increased self-confidence and increased ability in dealing with people. Increased ability to see where personal talents, strengths, and limitations lie was considered an important change.

2. Increased planning for the future. Long-term plans (view of the future beyond the next year) were considered to have more significance than short-term plans, such as plans for the coming summer. Statements about future plans that were phrased in concrete and definite terms were considered more significant than vague generalities.

3. Breadth and richness of statement. This criterion refers to the extent to which the statement covers broad areas of change--either in terms of the number of different areas mentioned (career, education, personal growth) or the importance of the changes mentioned within these areas. Narrow school-related changes such as "improved in mathematics skills" or "active in social field" were considered less significant than basic changes in attitude toward school and learning such as "learning how to take on responsibility" or "learning to work mostly to myself."

The coding procedure for rating quality of content took all of the above criteria into consideration, rating each response "in the blind" using the following scale:

1 = Statement of no change, or negative change
2 = Poor (little change mentioned)
3 = Low average (some significant change mentioned)
4 = High average (significant, broad areas of change mentioned)
5 = Outstanding (very significant, very broad areas of change mentioned)

This final scale was arrived at only after some preliminary trial-and-error steps were taken. Responses to the question were first given a rating of 1 through 4 by three raters. It was discovered that it was impossible to reach a consensus of ratings (i.e., each rater assigned a different rating) for some of the responses. This was attributed to the lack of specificity in the original criteria. Therefore, criteria were redefined in more specific terms and the responses were rated again (this time by two raters). At this point, the number of rating categories were increased from four to five to provide for a wider spread of responses, and in order to delimit the categories more precisely. Rating the responses the second time was accomplished by physically separating responses into categories so that the raters could compare all responses in each category, and thus have a clearer view of the responses which shared the same characteristics within each category.

Agreement by raters reached 80% during the final procedure. There was disagreement on the placement of 16 out of 80 responses. On only six of these 16 did the raters differ by more than one point on the five-point scale. Where there was disagreement, the raters discussed the response in question and reached a mutual agreement on the rating of the response. The responses of FWS and OPS students have been grouped according to the final rating categories and are presented in Exhibit C-b.

Question 12.

See attached copy of the SPPS for text of Question 12.

Question 12 consists of a series of 26 rating scales. The student is asked to rate the success to him/her of various facets of the FWS program. Each item is to be rated from 1-5.

Questions 13-22.

See attached copy of the SPPS for the texts of these questions.

This is a subset of the questions asked on the Far West School Leavers Survey. Responses to each question were assigned values based on a "school positive" scale with "3" representing the most positive position. Responses were coded as follows from left to right:

Question	Value		
13	2	3	1
14	1	3	2
15	3	1	2
16	1	-	3
17	3	2	1
18	1	3	2
19	3	1	2
20	3	1	2
21	3	1	2
22	3	1	2

Question 23.

See attached copy of the SPPS for the text of question 23.

Question 23 was coded from 1 (much less satisfied) to 5 (much more satisfied).

Question 24.

What kind of students do you think benefit most from Experience-Based Career Education Programs?

This question also appeared on the Parent Questionnaire which was administered in January 1974. It was determined by inspection of the new data, that the coding categories which had been developed on the parent data were also suitable for the student responses. These categories are as follows:

1. Wants to learn, good student, intelligent, motivated to learn.
2. Mature, self-disciplined, independent.
3. Doesn't respond to structured academic high school.
4. Wants career orientation program.
5. Needs guidance, direction, small school, not motivated.
6. Some, most, all.

Question 25

What advice or comments do you have for the Far West School staff?

Inspection of these data indicated that the students had tended to direct their statements at the school staff. Initial treatment of the data has consisted of compiling typed copies of verbatim student responses grouped as follows:

1. Sophomores (first year FWS)
2. Juniors (first and second year FWS)
3. Seniors (first year FWS)
4. Seniors (second year FWS)
5. Withdrawal students

EXHIBIT C-b

RESPONSES TO STUDENT PLANS AND PERCEPTIONS SUMMARY, QUESTION 11: SIGNIFICANCE OF CHANGE

Oakland Public Schools Control/Comparison Students* (Total N = 36)	Far West School Students* (Total N = 46)
LEVEL 1 - STATEMENT OF NO CHANGE, OR NEGATIVE CHANGE	
1. School has become very boring to me.	1. no.
2. I haven't changed one bit.	2. I haven't.
3. I have not changed as a result of my school experiences.	3. This year I don't think I have changed very much at all. With time you learn things naturally yet my goals haven't changed nor my desires, or my career interest. If anything I changed my desire to attend a Junior college.
4. I am extremely disgusted with the Oakland Public School system, I get a lot more depressed with the way my life is going, and I don't feel that I am learning anything worthwhile.	4. I haven't.
5. I haven't changed at all--I haven't done anything much all year--they don't have the kind of program I would like to be in & I feel I've waisted most of this school year.	
LEVEL 2 - POOR (LITTLE CHANGE MENTIONED)	
1. I know a little more I did before.	1. Learned more about college. Showed more responsibility. Gotten older.
2. I'm better at relating to people. I don't know if school helped me, but my experiences were at school. My study habits have decreased considerably. I've become much more sports oriented.	2. Got out and talked to different people.
3. The way of doing my work in school By writing out full sentences and learning this and that. Physical health during gym. Another way is the way I get along with.	3. I stayed in school more. I've gotten out to meet new people. And I'm friendly towards more white people.
	4. Well I have changed a lot because people I know have change me in all kinds of ways.

*Two FWS students and one OPS student did not respond to Question 11, Student Plans and Perceptions Summary.

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students* (Total N = 46)
4. It help me to know a little more. I'm a bite more about like. How to mend a few of my problems.	5. The only way I have changed is to get along better with people and my mathematics skills.
5. Know how to find thing better in a sense. Learn better typist skills. Know how to use my imagination better.	6. I think I became more responsible in doing different things.
6. My gymnastic abilities have improved, I'm doing more writing for myself. I'm not such a homebody (I like to be with my own peer-group more).	7. Met deadlines on my own. Have set up class to my own needs. Have learned more through the meetings I been on.
7. I have changed. I meet more people. I know about reading. I know how to writes better.	
8. Less active. More talkative. More responsibility.	
9. Well, I have become very active in the social field, running track, basketball, cheerleader and I was also in the scholarship club and rotary club.	
10. Starting to drive, being on the track team sort of gave me a boost and gave me the opportunity to meet lots of new friends, and learning to hate some teachers.	

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
11. I was doing good at the beginning of the school year the second half I just kind of fell. I began to learn how to use big words more and more. And I've learned a lots more.	
12. Don't cut as much as I use to. Learn to listen to my teacher. Learn to participate in activities.	
13. I have changed by meeting different people, I have learned to cope with things I can't help, such as I made the softball team and now I can't and might not ever be able to play again because of tennis elbow. I have learned to get along with some certain people that I didn't last year.	
14. I could communicate with other people a little better due to the fact that I now have the reponiably of a company in R.O.T.C. I have to work with about 30 other students in making a better company.	
15. I learned how to make better book reports by outlining. Learned college study habits. Learned more by reading.	

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
LEVEL 3 - LOW AVERAGE (SOME SIGNIFICANT CHANGE MENTIONED)	
1. I speak up more. I get along better with other people. I go to class more often.	1. Since coming to Far West I found out about different jobs I thought I wanted to do weren't for me. It's helped given me a better understanding of responsibility. No 3rd.
2. The first way is that I learned better how to express myself. Secondly, I become better fit. I don't smoke anymore and drink neighter. Third, I get along with people more better than I use to do I use to like to fight. Now I don't.	2. More open to people. Willing to spend more time on one project. Not afraid of people in a business environment.
4. I've become more sure of myself, more outspoken, and more sure of my values, needs, and wants, thanks to the Human Relations class taught by Peter Langhoff. I've become more racially prejudice, and generally apathetic when in school. I've improved greatly in my writing skills, my English teacher has done a great job of motivating me.	3. I have become more aware of the career opportunities within a city and probably throughout parts of the world. I have felt more relaxed talking to people. 4. I realized that it's not as easy as I thought it was. I have a hard time trying to do things on my own and that's why I haven't done too good. Now I know that without a good education, you will get no where.
5. I've learned to study on my own and learn for myself, as best I can.	5. My ways of expressing myself have changed. Also my head has been put back together.
6. I've matured, I've set my mind on a goal, and I've met new people.	6. I know myself much better than I did when I first came here. I learned to like school. I learned how to bullshit much better.

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
7. Since the school I attend is a small one I am cooped up with the same people all day long and I have to learn to deal with them on an honest level also I have been very "turned on" to my classes since my teachers are near my age and good.	7. I'm thinking so creativly I fasanate myself. My decision making has improved incredibly. A lot of my attudets towards the education system.
	8. I have taken a much more reasonable look into my education and future.
	9. I got a better plan of what I'm going to do after high school. I learned a lot more through my Junior College class. I had more time to mess around know I sure of what I'm going to and I'm ready to start.
	10. Career knowledge I work better alone I am much more to myself now than before
	11. I am more capable of working independently. I am able to interact with people more easily. I-----
	12. Greater discipline Greater acumen Less apathy
	13. Leadership ability has increased.
	14. I have become more sure of my (near) future plans. I am more confident knowing of my acceptance into U.C. Davis through the help of Far West.

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
LEVEL 4 - HIGH AVERAGE (SIGNIFICANT, BROAD AREAS OF CHANGE MENTIONED)	
1. Three ways I have changed as a result of my school experiences this year are: Breaking my shyness Expressing myself more Learning to meet people first	1. Not as shy as I used to be. Gave me ideas at what I want to do as a career, gave me a lot more responsibility.
2. I have learned to express my self more in writting and talking to teachers, students friends and family. I know more about the field of work that I want to go in to.	2. I have gotten to know people that work in the fields I'm interested in. I have learned what it would be like to be a gardner or teacher. I am more aware of different jobs in the fields I'm interested in.
3. More knowledge about life and its essential meaning Prepared me for college at the University of California Help me become more responsible for myself.	3. I feel I have taken on more responsibility for myself and my education. I think I am more independent and in some ways more mature.
4. I learned how to change myself to the surroundings. I've learned better study habits. I've also learned how to be around people, shut off the goofing and getting serious about all I do. Among the things I've learned in other classes, such as things happening in other countries besides my own.	4. I as a whole have matured this year with the help of the school. Working one to one adult, and being treated as an adult, and also by giving me room to grow and feeling so close with the staff.
	5. Learning never to get things done at the last movement. Learning to express myself more with people, also being more independent.
5. I have learned to talk to a crowd and be as nervous as I was. I have learned to express myself more. And I have know more on how to deal with others.	6. I have learned how to respond to various job situations. dealing with interviews and interviewers better than before. my future job expectations have become more definite.

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
	7. Communicating and talking with people in the working field. Taken on responsibility. Thought about future plans.
	8. I have become somewhat lazy in my academeics I have decided to further my education I know the type of job I want.
LEVEL 5 - OUTSTANDING (VERY SIGNIFICANT,	VERY BROAD AREAS OF CHANGE MENTIONED)
1. I have come to know more and learn a great deal of things I hadn't known before. I have matured more. And I have really became interested in my studies involving school.	1. I've decided to alter my educational goals from junior college to a state university. I've become more active in the role of a student representative on committees and other groups. I've widened my perception of acceptable occupations for my tastes by simply finding out about more.
2. I have been more outgoing and get along with others better; I don't know if it because of my part-time job or if it was because of my teen-teaching at school or just me. I have become more concerned with my grades and have study much harder. I think this resulted becauss I was interested in my classes. I have been thinking about what I want to do when I get out of school and have decided temporarily what I think I will be most interested in.	2. I'm more mature. I know more about my self and what I want. I have a much more realistic view of what work is and what kind of work I'm interested in. I'm more able to deal with people and am much more sure of myself.
	3. Exspessing my self. Making shur of my self and goals. Learning how to take on certain responsabilitys.

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
3. My whole outlook on school and school work as changed for the better. I've learned to like myself and the things I do. Has really made up my mind for me on what I plan to be when I finish high school and college.	4. I have become more aware of myself and those around me. I have learn to deal with the problems in life very easily and take things one at a time. I have learned commuitcate with people on a person to person basis not adult to child or black to white. 5. I have gained better ways of dealing with people and problems. I have been able to schedule my time. I have had an opportunity to work answering mostly to my self. This has made me more responsible. 6. I can talk to people better and understand them better. I have more confidence in myself. I know how to express my self better. 7. I've wanted to go to school instead of wanting to cut. I've learned how to deal with the outside world alot easier. I've learned to plan for myself and make decisions when I have to. 8. I think I have a better understanding of who I am and what I want. My attitude tawards school has changed. I enjoy it and think it's helpful and needed.

EXHIBIT C-b (Cont'd)

Responses to Student Plans and Perceptions Summary, Question 11 (continued)

Oakland Public Schools Control/Comparison Students (Total N = 36)	Far West School Students (Total N = 46)
	8. (cont.) My attitude towards work has changed. I feel you should try to get the most out of it instead of thinking of it as a chore or money.
	9. I've become very motivated toward learning & seeking out for more learning experiences (finding my own interests). Now I read alot, and before this school year, I never read unless I had to. I think I've matured, do to dealing with adults on their level and being treated like an adult.
	10. I am more outspoken. I have learned to deal with working individually. I can handle problems that I face pretty well by myself.

STUDENT QUESTIONNAIRE
Far West School

This questionnaire will give you an opportunity to express your opinions about the Career Education Program you have been participating in. Most questions are to be answered on a scale of numbers from "1" to "5." The words at each end of the rating scale tell you what the numbers mean. A "1" may mean something like "Definitely No;" if you feel very strongly that the answer to the question is NO, then you should circle the "1." A "5" may mean "Definitely Yes;" if you feel very strongly that the answer is YES, then you should circle the "5." The numbers between "2," "3," and "4" mean that your opinion is neither "Definitely No" nor "Definitely Yes," but somewhere between them. You should circle the number that is closest to your real opinion of what the question is asking about. Some scales have different words, but they always work the same. Read the words above the numbers so you know what the numbers mean. Read the questions carefully, and circle the number which is the closest to your opinion. There are no <u>right</u> or <u>wrong</u> answers; your thoughts and feelings are the important things in this survey. The answers students give will be used to help determine how well the program is doing now and to improve it in the future. Remember to circle a number to answer each item. If you have any questions while you're completing the survey, just ask for assistance.

NAME _____

DATE _____

Note: Number of student responses have been tabulated for each item on the questionnaire except for those which require written comment. Response tabulations are listed directly below the rating scale for each item. Responses to multiple choice questions are indicated next to each choice.

Student Questionnaire (cont'd.)

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

		Definitely No				Definitely Yes
		1	2	3	4	5
		Responses				
1.	Have you liked attending the Career Education Program?	1	0	2	17	33
2.	If you had it to do over again, do you think you would decide to participate in the Career Education Program?	1	2	2	15	33
3.	Have the activities available in the Career Education Program been interesting to you?	0	1	11	23	18
4.	In the Career Education Program have you felt that you could progress at your own rate?	1	2	5	10	35
5.	Have you seen much of a relationship between your activities in the learning center and the careers you have learned about?	1	1	19	20	12
6.	Do you get enough feedback about how well you are doing in the program?	5	6	13	13	16
7.	Have you had enough choice in deciding the amount of time you spend at employer sites?	1	1	7	17	27
8.	Have you had enough choice in deciding the amount of time you spend in learning academic subjects?	4	3	6	21	19
9.	Have you had enough choice in deciding what you do at employer/resource sites?	4	4	10	16	19
10.	Have you had enough choice in selecting the types of employer/resource sites you visit?	0	5	3	15	30
11.	Do most people receive much satisfaction from their work?	3	7	18	16	9
12.	Do you think that if a person works hard enough, he can achieve anything?	1	4	6	15	27

Student Questionnaire (cont'd.)

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

		Definitely No 1	2	3	4	Definitely Yes 5
		Responses				
13.	Do you think that the main reason a person works is to earn money to live?	9	10	10	13	11
14.	In general, are you looking forward to working in a job?	3	1	7	12	18
15.	Do you think you have much choice of occupations?	0	2	9	14	28
16.	In general, were the employer/resource personnel involved in the Career Education Program aware of your needs and interests?	3	7	8	26	9
17.	In general, at employer/resource sites did you get to actually do things, rather than just listen?	5	8	9	8	23
18.	In general, have the employer/resource sites you've visited been interested in the Career Education Program?	0	2	14	19	18
19.	In general, have you felt welcome at the employer/resource sites?	0	0	8	18	27
20.	Do most of the employer/resource sites you have worked with let you know how you're progressing?	5	7	25	11	5
21.	Through your experiences in the Career Education Program have you learned a lot about opportunities for the future?	1	2	8	23	19
22.	Do you plan to get a high school diploma?	0	0	0	1	52
23.	Would you say the Career Education Program has helped you form career plans?	0	3	7	16	27
24.	Would you say you've learned a lot while attending the Career Education Program?	0	3	4	17	29

Student Questionnaire (cont'd.)

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

		Definitely No 1	2	3	4	Definitely Yes 5
		Responses				
25.	How well organized and coordinated do you think the Career Education Program has been?	0	7	20	23	3
26.	How would you rate the general quality of the Career Education Program staff?	0	1	13	27	12
27.	How would you rate the personal counseling available in the Career Education Program?	1	3	7	16	26
28.	How would you rate the career counseling available in the Career Education Program?	2	3	11	25	12
29.	How would you rate the general quality of the Career Education Program employer/resources you've worked with?	1	2	15	21	14

		Not at all important 1	2	3	4	Extremely Important 5
30.	How important was each of the following factors in deciding to join the Career Education Program?	Responses				
	a. I wanted more freedom/independence	7	1	4	12	29
	b. I wanted to choose my own learning style	2	2	4	8	37
	c. I wanted to learn about careers	0	2	8	15	28
	d. I didn't like my previous school	8	5	7	8	25
	e. I wanted to prepare for a job	4	6	17	10	16
	f. I was bored with school	3	4	10	9	27
	g. I heard the Career Education Program was easy	27	10	7	3	6
	h. Other (specify) _____	0	0	2	1	11

Student Questionnaire (cont'd.)

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

		Much Less 1	2	About the Same 3	4	Much More 5
		Responses				
31.	In comparison with regular schools, how much opportunity did the Career Education Program provide you for learning about occupations?	0	0	2	9	42
32.	In comparison with regular schools, how much opportunity did the Career Education Program provide you for general learning?	3	7	7	21	15
33.	In comparison with past experiences in regular schools, how motivated are you to learn in the Career Education Program?	1	2	4	15	31

34. During this school year have you worked outside of home for money?

	Responses
a. [ ] No	25
b. [ ] Yes, less than 10 hours a week	10
c. [ ] Yes, between 10 and 20 hours a week	11
d. [ ] Yes, between 20 and 30 hours a week	5
e. [ ] Yes, more than 30 hours a week	2

35. If you have an outside job, does it interfere with anything listed below?

a. [ ] I don't have an outside job	26
b. [ ] My job doesn't interfere with any other activities	20
c. [ ] It interferes with my school work	4
d. [ ] It interferes with my social life	2
e. [ ] It interferes with my extracurricular activities	0

Student Questionnaire (cont'd.)

36. What changes, if any would you like to see in the Career Education Program?

_____

_____

_____

37. Below are listed several areas of possible importance for a student to learn. Please rate each in terms of how important you feel it is for a student to learn, and how well you feel the program is accomplishing each. Circle the appropriate numbers.

		How important do you feel this learning is?						How effective do you feel the program has been in accomplishing this learning?					
	Students learn to:	Not Important 1	2	3	4	Highly Important 5	NR*	Not Effective 1	2	3	4	Highly Effective 5	NR*
a.	Perform specific occupational skills	0	3	13	22	12	4	3	0	17	19	10	5
b.	Be punctual and organize their time	0	1	5	16	28	4	1	4	9	20	15	5
c.	Assume responsibility for themselves	0	0	1	7	42	4	1	1	6	13	28	5
d.	Make decisions and follow them	0	0	5	13	32	4	0	1	10	17	21	5
e.	Communicate with others in a mature way	2	1	2	14	31	4	1	1	7	21	19	5
f.	Be aware of more career opportunities	0	1	3	17	29	4	0	0	6	13	30	5
g.	Work with others	0	0	13	17	20	4	0	1	10	20	18	5
h.	Evaluate their own work	1	0	9	27	12	5	2	2	10	23	8	9
i.	Perform basic academic skills	1	2	10	20	16	5	2	8	16	12	9	7
j.	Think through and solve problems	0	0	3	16	31	4	1	2	10	19	17	5
k.	Have a positive attitude toward work	0	0	3	18	26	5	2	5	10	17	14	6
l.	Have a positive attitude toward self	0	1	1	12	35	5	1	2	13	15	18	5
m.	Have a positive attitude toward learning	0	0	5	15	30	4	0	4	11	16	17	6
n.	Prepare for further education	1	0	4	17	28	4	0	4	11	16	17	6
o.	Improve interpersonal and social skills	0	3	6	15	26	4	1	2	7	22	16	6

*NR - No response.

Name_____

THE WAY IT IS*

On the following pages are listed 31 procedures or practices that may or may not have been adopted by Far West School. For each of the 31 items, you are asked to judge the extent to which the procedure has been adopted in the program as it actually operates now at Far West School.

You will use a 7-point scale for recording your rating on each item. The end-points and mid-point on the scale are defined as follows:

A "7" means that the procedure has been adopted and is now widely practiced at Far West School.

A "4" means that the procedure is somewhat in practice at Far West School but has not been completely adopted or widely practiced. A 4 is intended to be a neutral point midway between full adoption (7) and non-adoption (1).

A "1" means that the procedure has not been adopted and is never practiced at Far West School.

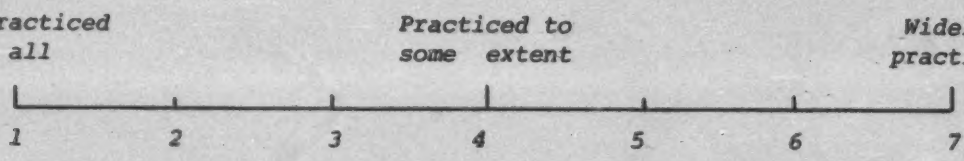
Place an "X" at the point on the line that most accurately reflects the extent to which the procedure is in practice at Far West School. It is not necessary for the X to be placed at one of the seven numbered points; it may be placed between points if you wish.

Also, for each item, you are asked to rate the amount of evidence on which you based your judgment. Check box A if you have substantial relevant information and are reasonably confident of your judgment. Check B if you have only a moderate amount of information, and are only somewhat confident. Check box C if you have no directly relevant information and your judgment is essentially your best guess.

*"The Way It Is" is one of the Ideal/Actual School Characteristics Scales adapted from Postman and Weingartner, The School Book (New York: Delacorte Press, 1973). It consists of instructions and items for judging the extent to which school procedures suggested in the Postman-Weingartner book are practiced at FWS. The scale has also been used as a means for judging what characteristics the EBCE program ideally should have (see pages 9 and 10 of this Appendix).

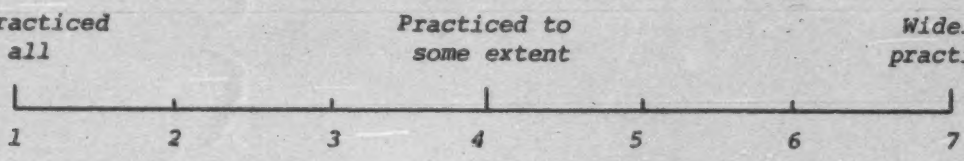
THE WAY IT IS

1. Students' daily sequences are not arbitrary (45 minutes for this, 45 minutes for that, etc.) but are related to what the students are doing.



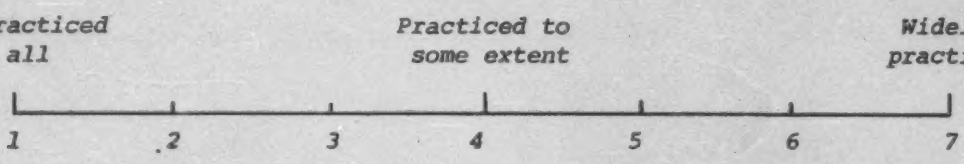
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

2. Students do not merely serve time in required courses. The question is not, "Have you taken....?" but "Have you learned ....?"



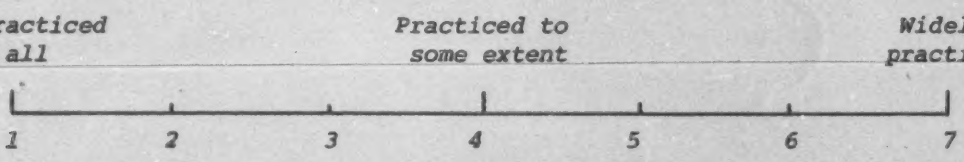
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

3. Students are allowed to organize their own time -- i.e., decide how they will use it.



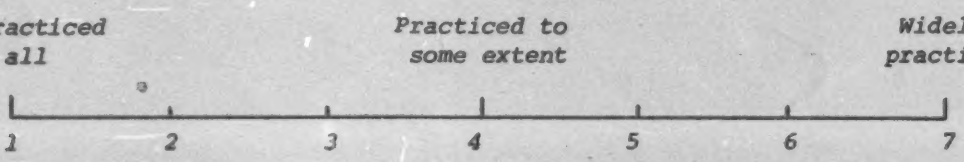
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

4. Required student activities are not arbitrary (e.g., "We've always done that") or based on discredited claims (e.g., "The study of grammar strengthens the mind"), but are justified on some empirical or rational basis that required activities have relevance to the lives of the students.



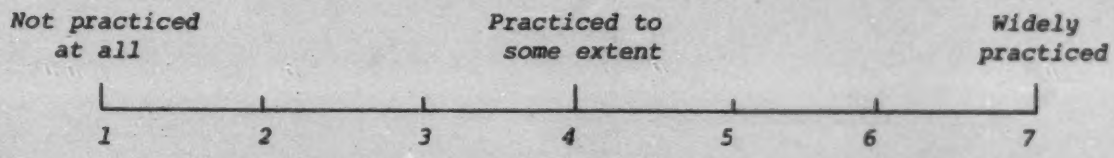
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

5. Students are not required to engage in the same activities, but are given considerable latitude in choosing among many options.



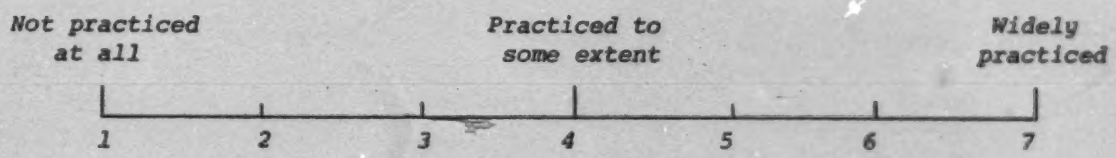
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

6. The school's activities are student activities rather than mostly staff activities, and students are required to do the heavy work, e.g., reading, writing, talking, and thinking.



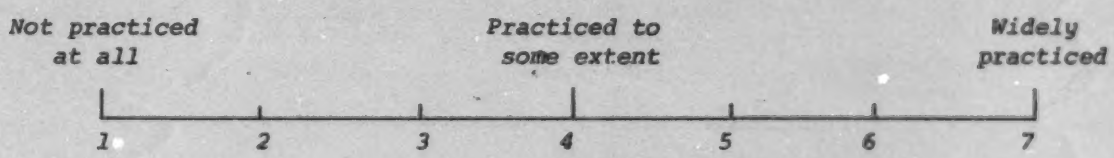
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

7. Activities are not confined to a single building but include the resources of the whole community. They put students in touch with real people and problems outside the school walls.



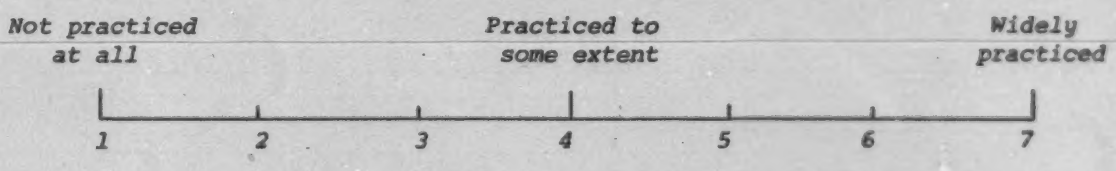
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

8. The school values knowledge for use in daily life rather than knowledge "for knowledge 's sake." The school says that if you don't act as if you know something, then you don't know it.



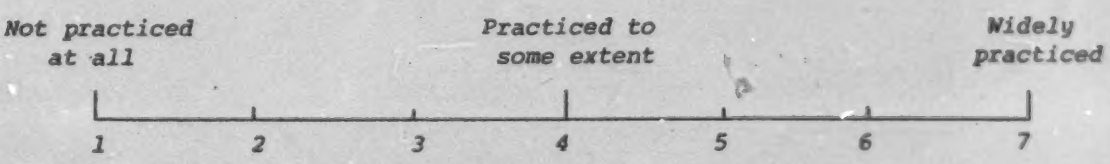
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

9. The school's activities bring together students of great diversity in background and ability.



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

10. Question-asking, problem-solving, and research by students are valued more than memorization and ventriloquizing.

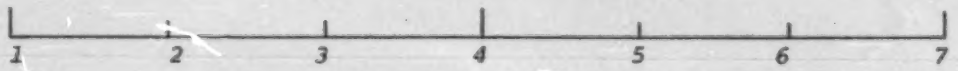


A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

The Way It Is (cont'd.)

11. Reading ability is considered only one of several possible ways in which students can express intellectual competence and interest. Reading skill may be valuable, but so may be talking, film-making, audio-taping, photography, videotaping, and other communication skills.

Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

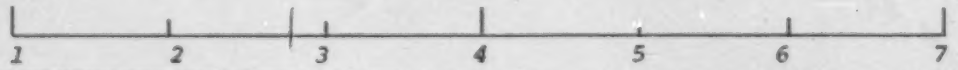
12. The school accepts as legitimate and worthwhile many of the "new" subjects invented during the past 75 years or so -- e.g., anthropology, sociology, cinematography, ecology, cybernetics, marine biology, urbanology.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

13. The school includes as part of its definition of worthwhile knowledge, self-knowledge -- that is, knowledge of what is going on inside one's skin. A student's feelings are not considered an intrusion upon his pursuit of knowledge, but a subject of inquiry themselves.

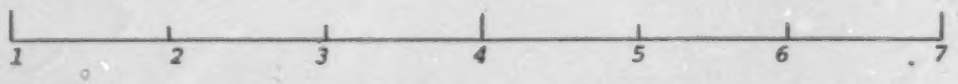
Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

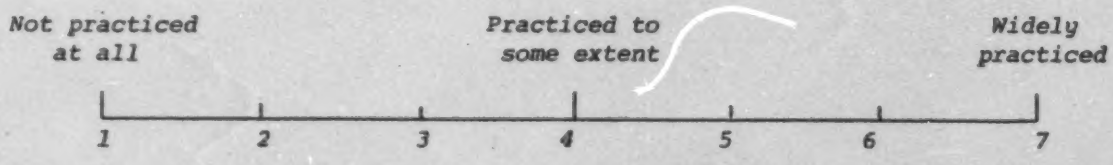
14. Students are rewarded for acceptable behavior, rather than punished for unacceptable behavior. The school avoids aversive responses and applies reinforcing ones.

Not practiced at all — *Practiced to some extent* — *Widely practiced*



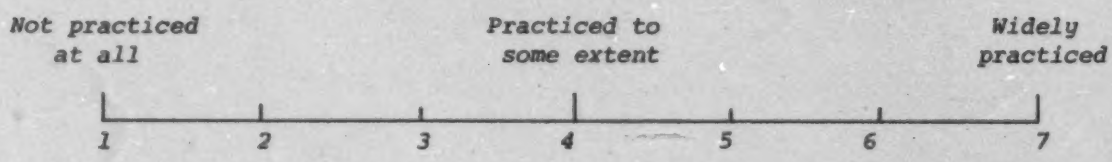
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

15. There is a relatively nonpunitive grading system, no homogeneneous grouping, a minimum of labeling ("good student," "slow student," etc.). The school moves away from factorylike processing procedures and toward more humanistic, individualized judgments.



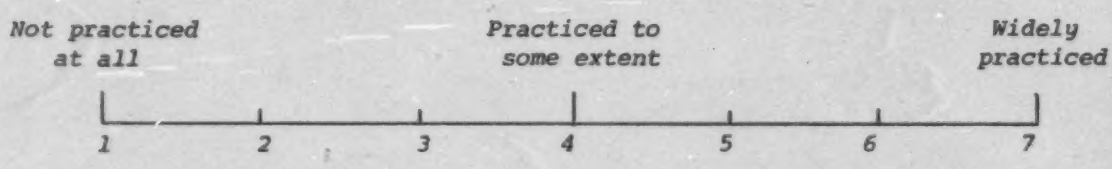
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

16. Priorities are broadly conceived, rather than narrowly hierarchical. For example, a student is not judged slow solely on the basis of reading and mathematical ability. The same student may be an excellent musician, actor, or group leader, and will receive formal recognition for these skills.



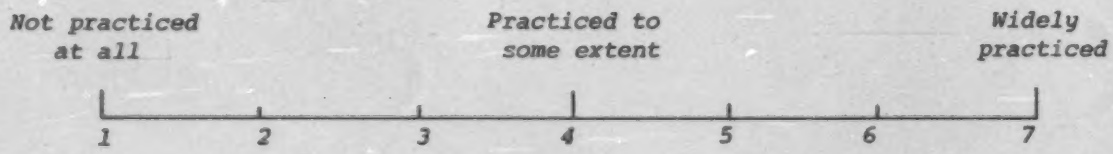
A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

17. Students understand how they will be judged because it is made clear to them what they are expected to learn and how they are supposed to demonstrate competence. The school makes as explicit as possible what kinds of behaviors it wants.



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

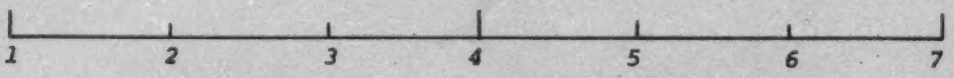
18. Standardized tests are not used, or are used only with extreme caution and skepticism. Testing grows from what is taught, and what is taught grows from who is taught.



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

19. There are constructive, nonpunitive procedures for the evaluation of teachers and administrators.

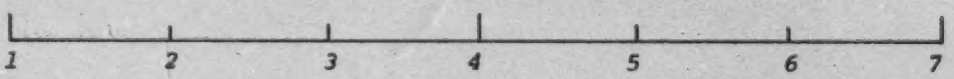
Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

20. There are collaborative efforts between teacher and student, rather than adversary relationships.

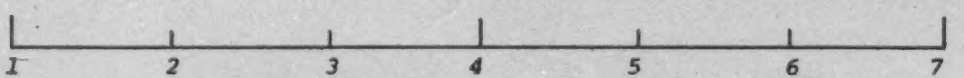
Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

21. Students are given opportunities to supervise themselves, to give them a sense of control in the functioning of the school.

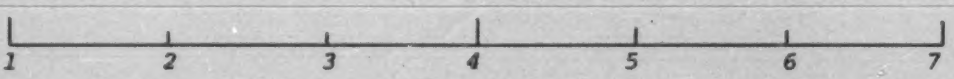
Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

22. The school is small enough so that supervision (and just about everything else) can be a personal -- i.e., human -- problem, not a logistics problem.

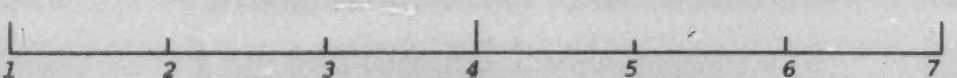
Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

23. Teachers forego their role as authority figures, view themselves as learners, and try to develop the idea of a learning community in which the teacher functions more as a coordinator or facilitator of activities than as a dictator.

Not practiced at all — *Practiced to some extent* — *Widely practiced*



A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

24. A great variety of people are placed in the teaching role -- for example, paraprofessionals, interested laymen, and even students.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

25. The school is so organized that it can capitalize on what its teachers do best and know most about. Working in conjunction with other teachers, they use their strengths and receive help with their weaknesses.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

26. Students are not constantly placed in competitive roles with each other, but function instead in collaborative relationships. Something approaching a family feeling is achieved, in which each student is helped to grow in his/her own way, but not at the expense of someone else.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

27. There are established channels through which parents can express their grievances against the school and also participate in its functioning. The school moves away from bureaucratic paternalism and toward increased community participation.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

28. The school offers a variety of alternative programs to the many publics which comprise the community. It recognizes that there are several respectable but contrasting arrangements for learning, each of which is favored by some segment of the community. The school offers as many of these as feasible.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

29. The school is not afraid to be held accountable for its performance. The staff tries to make explicit to parents and students what it wishes to accomplish (and what it does not); how it intends to do this; and what kinds of evidence it will accept as a sign of success.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

30. The school's concept of knowledge, attitudes, and skills is oriented toward the future. It has realistically assessed what students will need to know in years ahead and is making some serious attempts to help them learn those things.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

31. The school interprets its responsibility to the future as a responsibility to its students first, and to other social institutions (e.g., college, business, the professions) only at a late and convenient hour. It is careful to avoid serving solely as a processing and certifying agency, but balances the future economic needs of its students with their emotional and social needs as fully functioning adults.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

Name_____

THE WAY IT OUGHT TO BE*

On the following pages are listed 31 procedures or practices that may or may not be desirable in EBCE. They are the same statements you used in the preceding scale to rate current practice at Far West School. Now you are asked to give your opinion of what EBCE should be like at its best. For each of the 31 items, indicate your own opinion of the degree of desirability or undesirability of the procedure or practice.

The end-points and mid-point of the 7-point scale are defined as follows:

A "7" means that the procedure is essential to your idea of what EBCE should be.

A "4" means that you are neutral regarding the procedure, i.e., it doesn't matter whether or not the procedure is incorporated in EBCE.

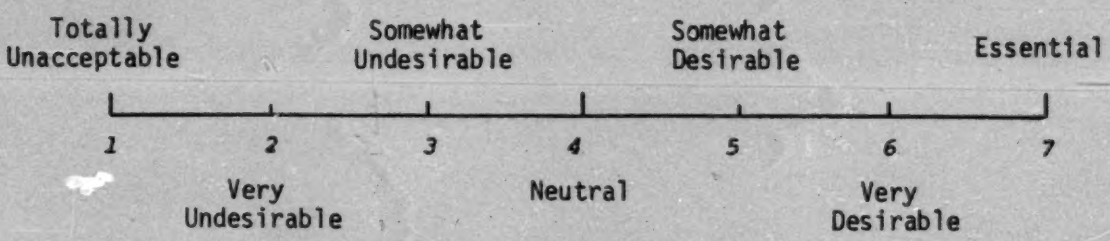
A "1" means that the procedure is totally unacceptable to your idea of what EBCE should be.

Place an "X" at the point on the line that most accurately reflects your opinion. It is not necessary for the X to be placed at one of the seven numbered points; it may be placed between the points if you wish.

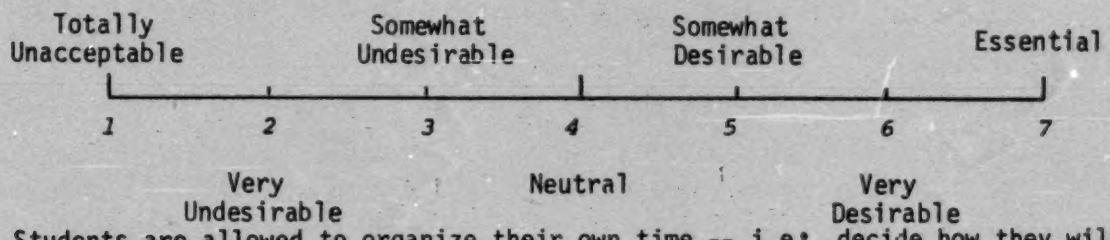
*Adapted from Postman and Weingartner, The School Book, Delacorte Press, 1973. Only the instructions and first page of items are included here. The order of the remaining items in the scale is the same as in the preceding "Actual" scale.

THE WAY IT OUGHT TO BE

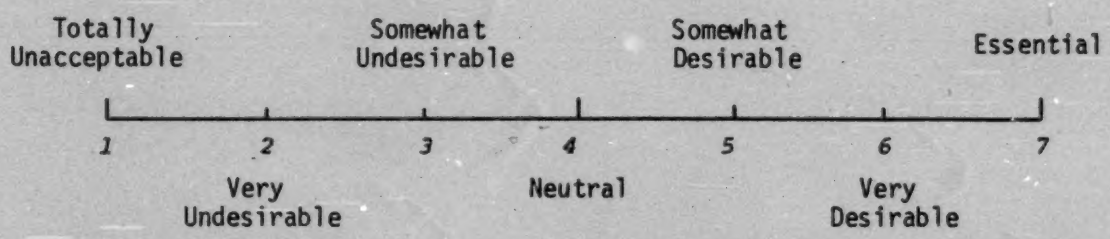
1. Students' daily sequences are not arbitrary (45 minutes for this, 45 minutes for that, etc.) but are related to what the students are doing.



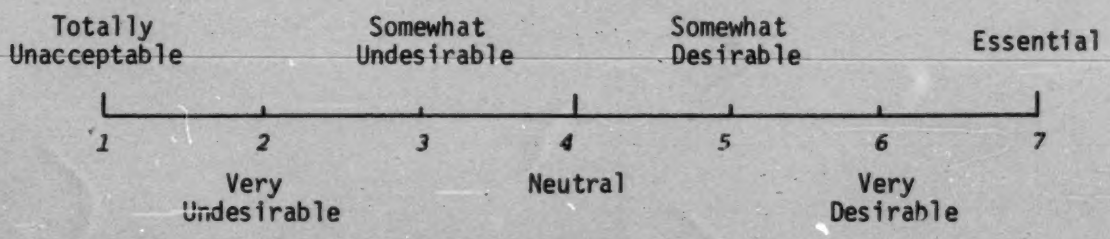
2. Students do not merely serve time in required courses. The question is not, "Have you taken....?" but "Have you learned ....?"



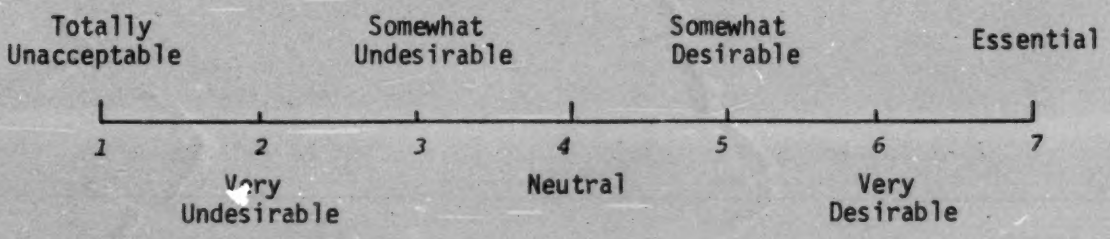
3. Students are allowed to organize their own time -- i.e., decide how they will use it.



4. Required student activities are not arbitrary (e.g., "We've always done that") or based on discredited claims (e.g., "The study of grammar strengthens the mind"), but are justified on some empirical or rational basis that required activities have relevance to the lives of the students.



5. Students are not required to engage in the same activities, but are given considerable latitude in choosing among many options.



PUBLISHED TESTS

As shown in Table C-1, three commercially available instruments were used to collect student information: the Iowa Tests of Educational Development (ITED), the Career Maturity Inventory (CMI), and the Personal Orientation Inventory (POI). The test instruments themselves are not included in this appendix, since they are published under copyright.

Data collected using the ITED are summarized in tabular form and discussed in Chapter 3 of the report. Three additional tables (C-48, C-49, and C-50) are included at the end of this appendix.

The CMI Competence Test was administered at the beginning of the school year as scheduled in the evaluation plan. It was one of the instruments chosen to be used in common at all four EBCE project sites, and early in the school year it was reviewed in some detail by the evaluation directors from the four sites. Each of the four evaluation directors expressed such strong reservations about the appropriateness of the test that the FWL-EBCE staff undertook a thorough review of the instrument.

Ten program staff members were asked to complete both the Competence and Attitude sections of the CMI. These ten included staff concerned with school operations and instruction, project development, project evaluation, and project management. When the scores for their responses were obtained, it was found that the mean scores on several of the Competence sub-tests were lower than those of the 124 twelfth-grade students for whom the test publisher provided data. Statistics for the FWL-EBCE staff are presented in Table C-47. Further review and discussion made it quite evident that the staff judgment was that many of the responses scored as correct according to the test manual were, in fact, incorrect. The staff criticisms of the tests are presented below in summary form, although the review was conducted item by item.

1. The Competence Scales implied two conclusions that FWL-EBCE staff rejected:

   a. Career decisions could/should be based on gross or meager information of a person's interests and abilities. While the response alternative "don't know" was available on every item, it never was the keyed response. Two staff members marked "don't know" on every item of Competence, Part 3 (thereby scoring zero), because they felt insufficient information had been presented to base any judgment.

TABLE C-47

CMI SCORES FOR TEN FWL-EBCE STAFF MEMBERS

Scale	Range		Mean	Standard Deviation	Maximum Possible
	High	Low			
Attitude	43	28	36.10	4.82	50
Competence:					
1. Knowing Self	18	8	14.40	3.44	20
2. Knowing Jobs	20	15	19.00	1.56	20
3. Choosing a Job	17	0	10.70	6.60	20
4. Looking Ahead	19	0	15.50	5.82	20
5. What to Do?	14	4	9.00	3.83	20

b. Counseling by professionals, parents, or peers is always preferable to trial and error in making a career choice. An example was item 30 of the Attitude Scale, "the best thing to do is to try out several jobs and choose the one you like best." This was marked "true" by six of ten staff, but the keyed response is false. The theme is repeated throughout the Competence test, Part 5: "What Should They Do?" The FWL-EBCE staff mean score was only 9.00 out of 20 on this test. Staff members feel strongly that learning through experience is equally as valid as learning from the experienced.

2. The Attitude Scale seems based on the assumption that work, in and of itself, is an end. For example, for item 29: "the job I chose has to give me plenty of freedom to do what I want," the keyed (correct) response is false, and was chosen by only two of ten staff; and for item 7: "your job is important because it determines how much you can earn," the keyed response is false, and was chosen by four of ten staff.

3. The instrument stereotypes vocations available to women. Items that deal with career choice for girls usually are at the sub-professional level; those for boys usually are at the professional level.

Consideration of the staff criticisms, which were generally consistent with the reservations expressed by staff from other EBCE sites, led to the decision that the CMI scores should not be analyzed for program evaluation. The attitude portion of the Inventory was, however, administered at midyear to obtain item

responses for use in cluster and factor analyses of the various instruments used for FWS evaluation. This was the only use made of the data, and neither part of the CMI was administered at the end of the year. Some of the results of the cluster analyses have been presented elsewhere in this appendix.

Student responses to the POI were also obtained at the beginning of the year for FWS students and the OPS control group. When members of the Oakland Public Schools (OPS) staff were approached to assist in collection of data for the comparison group students, they recommended that the comparison group students not be asked to complete the POI. They believed that the highly personal information requested in some of the items could lead to justifiable complaints from students or their parents. Several FWL-EBCE staff and students agreed that the POI was asking for information that could be considered "none of the business" of program staff.

In view of these concerns, the decision was made that no additional administrations of the POI would be given, either for getting information from additional students, or for getting posttest information from FWS students. Some of the POI scores were used in cluster analyses of instruments, but only for the purpose of increased understanding of various scores and scales used.

TABLE C-48

DISTRIBUTIONS OF ITED LANGUAGE GRADE EQUIVALENT SCORES FOR ALL FWS STUDENTS GROUPED BY GRADE IN SCHOOL

Language Grade Equivalent Scores	Grade 10				Grade 11				Grade 12			
	Midyear		Year-End		Midyear		Year-End		Midyear		Year-End	
	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank
12.0 - 12.9	1	96	-	-	2	91	2	91	2	95	7	83
11.0 - 11.9	1	89	2	93	2	73	2	73	4	81	3	60
10.0 - 10.9	1	82	1	82	4	45	3	50	4	62	5	40
9.0 - 9.9	3	68	2	71	1	23	-	-	3	45	2	24
8.0 - 8.9	2	50	4	50	2	9	1	32	4	28	2	14
7.0 - 7.9	1	39	-	-	-	-	2	18	3	23	2	5
6.0 - 6.9	3	25	2	29	-	-	1	5	1	2	-	-
5.0 - 5.9	2	7	3	11	-	-	-	-	-	-	-	-
4.0 - 4.9	-	-	-	-	-	-	-	-	-	-	-	-
N	14		14		11		11		21		21	
Mean	8.41		8.22		10.60		9.91		9.70		10.78	
SD	2.16		2.27		1.41		2.23		1.84		1.86	

TABLE C-49

DISTRIBUTION OF ITED MATH GRADE EQUIVALENT SCORES
FOR ALL FWS STUDENTS GROUPED BY GRADE IN SCHOOL

Math Grade Equivalent Scores	Grade 10				Grade 11				Grade 12			
	Midyear		Year-End		Midyear		Year-End		Midyear		Year-End	
	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank
12.0-12.9	2	93	-	-	1	95	2	91	6	86	4	90
11.0-11.9	-	-	2	93	3	61	3	68	2	67	5	69
10.0-10.9	2	79	3	75	1	59	3	41	2	57	3	50
9.0- 9.9	2	64	4	50	2	45	1	23	2	48	6	29
8.0- 8.9	3	46	4	21	3	23	1	14	7	26	1	12
7.0- 7.9	4	21	-	-	1	5	1	5	2	5	1	7
6.0- 6.9	1	4	1	4	-	-	-	-	-	-	1	2
5.0- 5.9	-	-	-	-	-	-	-	-	-	-	-	-
4.0- 4.9	-	-	-	-	-	-	-	-	-	-	-	-
N	14	-	14	-	11	-	11	-	21	-	21	-
Mean	9.08	-	9.31	-	9.81	-	10.57	-	10.15	-	10.45	-
SD	1.84	-	1.33	-	1.78	-	1.64	-	1.93	-	1.76	-

TABLE C-50

DISTRIBUTION OF ITED READING GRADE EQUIVALENT SCORES
FOR ALL FWS STUDENTS GROUPED BY GRADE IN SCHOOL

Math Grade Equivalent Scores	Grade 10				Grade 11				Grade 12			
	Midyear		Year-End		Midyear		Year-End		Midyear		Year-End	
	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank	f	Percentile Rank
12.0-12.9	2	93	2	93	2	91	4	82	11	72	8	80
11.0-11.9	2	79	-	86	3	68	3	50	4	35	5	48
10.0-10.9	1	68	1	82	1	50	2	27	1	22	3	28
9.0- 9.9	1	61	2	71	2	36	-	18	2	15	1	18
8.0- 8.9	1	54	6	43	1	23	1	14	-	10	-	15
7.0- 7.9	1	46	2	14	-	9	-	9	-	10	-	15
6.0- 6.9	4	29	1	4	-	-	1	4	1	8	3	8
5.0- 5.9	2	7	-	-	-	-	-	-	1	2	-	-
4.0- 4.9	-	-	-	-	-	-	-	-	-	-	-	-
N	14	-	14	-	11	-	11	-	20	-	20	-
Mean	8.65	-	9.08	-	10.41	-	11.05	-	10.56	-	11.03	-
SD	2.57	-	1.85	-	1.92	-	1.91	-	3.08	-	2.17	-

Appendix D: Anthropological Perspectives of FWS and Students

ANTHROPOLOGICAL PERSPECTIVES OF FAR WEST SCHOOL AND STUDENTS

This is a report of a preliminary study conducted by the two Anthropology students from Stanford University, under the supervision of their major professor, George Spindler. Bob Alvarez and Pat Hishiki are the two students who carried out the study and prepared this draft of the report, which is entitled, "Anthropological Perspectives of Far West School and Students."

Included at the end of the draft is a postscript by Dr. Spindler. This represents a first cut at a different approach in our efforts to capture the more "human" features of the EBCE program not otherwise covered in our evaluation. Through this approach we hope to get an objective picture of what is actually happening with the students, a picture drawn from their direct experience in the program. Though the report is but a first step, we found it to be a fresh and disarming statement of that experience, and we are happy to be able to share it.

Introduction

The Far West School in Oakland, California has been established to enable students to explore the urban community through experience-based career education. During exploration of the community, students develop an awareness of the world of work, fulfill high school requirements, and develop essential skills. Learning in this environment is student centered, based on flexibility and individualized learning.

The entire set of relationships encompassing the students, the school, and the community constitute a small cultural system, with dynamic and interlocking processes. The following report describes certain formal and informal patterns evolving from such processes. Our methodology consisted of assuming an insider's view of the daily round of activities, while attempting to extract meaning according to the modes of analysis selected as appropriate in this study.

This report is a preliminary statement of anthropological fieldwork that was conducted in a limited-time sampling of approximately 100 hours, using a small number of students as informants. Parts of the description of field data have been altered slightly to protect the individuals involved. Throughout the report we have attempted to maintain an honest, objective tone in

describing settings and situations. The interpretation and suggestions are not meant to be totally conclusive because they are based on a partial view.

This report begins with a statement about the significance of certain areas of description followed by actual examples. To some extent, there is overlap in the examples because we were embedded in a total process.

Analytic Framework and Methodology

To acquire a general orientation to Far West School, we read available reports concerning the organization, operation, and evaluation procedures. Additional information of this nature was freely provided by the staff.

In order to permit a comprehension of the school and a valid analysis of student response, it was planned that the acquisition of ethnographic data be based on a combination of case studies and participant observation techniques. (In this manner, the data collected would bear both wide-ranging and in-depth dimensions.) The case studies involved two students and the participant observation involved approximately ten students.

For the initial step, the director of the school asked two students if they would permit us to follow them around for a few days. We explained to the students that we were students of educational anthropology, helping Far West to evaluate their program in a different way than the techniques that had been used in the past. We indicated that our report would be an independent evaluation.

In the beginning, the four of us traveled throughout the community and met with resource persons together. When there was need for our introduction to resource persons, the students said that we were accompanying them for the day or that we were friends. The resource persons accepted our presence, but some probably did not understand our roles.

The learning coordinators with whom each of the students worked were also aware of our work. Some actively provided us with additional information, while others merely allowed us to function undistrubed.

The students we worked with were poised, active participants and interested in helping us. They agreed to let us accompany them to meetings with resource persons and to work places in the community. They introduced us to their fellow students and permitted us to share their daily school life.

Because of the daily interaction between the two students and other students in cooperative projects, at advisory meetings, and in informal settings, the case studies became interwoven with participant observation. We

established rapport with the other students quickly and easily because acceptance had been gained during the initial phase of fieldwork with the two students. The learning coordinators were informed of our roles, but there was no attempt to restructure regular school activities.

The evaluation of the fieldwork process incorporating several FWS students resulted in a great number of interactions, more diversified locales, and different sets of network patterns to observe and evaluate in data collection. The expansion of the research permitted a broader combination and subsequent report of students' views and responses at Far West School. For purposes of this research, two networks are distinguished in the domain. The first includes the school as a central node in a time-space mapping on which student activities in the school and greater community can be plotted and traced.

The second network centers on the student and permits a delineation of student-initiated interactions. Interaction settings are the various locales where students meet with resource persons, other students, learning coordinators, and other staff members.

The importance of the interaction setting is the basic information flow that occurs between individuals with every encounter. Much of this information influences and facilitates the formation of specific attitudes and behavior in school. Far West School encourages this interaction and thus there is a great amount of interaction-derived behavior. The specific interactions and the actual information flow are the focal points of this report.

The fieldwork data that form the foundation of this report are derived from the students' perspectives. The analysis thus begins to prepare the way for a formal cognitive approach in anthropology, i.e., the students' definitions (verbal and nonverbal) of important interaction settings and interpretation of these settings.

Ecological Setting

The building in which Far West School is located is situated in the heart of downtown Oakland. From this central point, the school plays a definite role in the spatial network that the student explores.

The school is maintained as a home base, one of the primary nodes in the student's time and space network. Students vary in the use of the school as a learning environment: many check in daily before going out to meet RPs; some use the school as a central meeting place when they are involved in group

projects; students often return to school at the end of the day after seeing RPs to communicate information about projects and to socialize with friends about non-school-related items.

It is through this communication and information flow that takes place in the school setting that students become aware of specific projects. A majority of individuals are working on projects together or are communicating about related projects. The package meetings, group and individual advisory meetings, and special workshops indicate this. There is a great amount of exploration and exchange of ideas about projects among students and among students and staff before students go out into the community to meet with RPs. Once this step is made it appears that students often have a good idea about what to expect.

Within the school itself, there are a number of areas which students use as primary settings for interaction and communication. One important setting is the roundtable (RT) which is situated in the room where the offices of the learning coordinators (LCs) and the desks of secretaries are located. The room has several file cabinets lined up against one wall and there are also telephones for student use. The atmosphere is characterized by administrative activity, with people constantly walking in and out of the room--both staff and students.

The RT is situated in one corner of this room. It is here that students often congregate, communicate, and inform each other of daily school and social occurrences. The RT area is used especially in the morning between 9 and 12.

Besides the typical social exchanges that occur among students at the RT, there is a substantial amount of student exploration about student project activities. In one half-hour period, a student discussed the projects that five other students were involved in. It was an exploration in a true sense as this student seemed eager to be informed of good projects to undertake and to also be aware of general activity information. Students gave and received information readily; there was no sign of competition, secrecy, or withholding information.

Most of the exchange at the RT is informal and includes secretaries as well as learning coordinators. Since it is located near the LC offices, there is frequent communication between students and the LCs walking by the RT. Almost every time an LC passed, there was some type of communication between

him and students. Much of this communication took the form of salutatory or joking comments. However, a great amount of project and school-centered information was passed to students. At one time or another, all of the LCs spoke to students who were involved in specific projects. This provided the LCs with some idea of the students' progress. In addition, it was a medium of exchange of ideas about future projects for other students.

Example 1.

LC walks by and enters another LC office. As he returns a student asks him about the new Communication and Media Package because he is interested in making a film. The LC states that when this student gets four interested people together, he will call a meeting of the group to explain the procedure and general requirements of such a project. The student names four individuals who are interested and proceeds to gather further information about the package and filming in particular. After the LC leaves, the student continues to discuss the movie idea with another student. He outlines a skit in which a director, a choreographer, music, costumer, and actors would be needed. In the general discussion he recruits the other student for the project.

The above example illustrates sharing and communication but also indicates another facet of student information flow. This is the assistance students receive from each other in forming and choosing projects. In the above example, not only did the second student learn about some of the specifics involved in the Media Package, but was actively recruited by the other student.

Example 2.

While at the RT with a couple of students, student X (who is new this year) states he is having a hard time getting going on any projects this semester, and that he is unhappy about what he is doing. "I don't know what I'm doing here. I'm still doing nothing." A student at the table asks if he knows about the new Media Package, that there are some exciting projects in it. She also mentions an art and drama project which some of the students are conducting in an elementary school. This latter student is attempting to be encouraging and further states that X should just go out with some other students for the purpose of exploring some project ideas.

This discussion went on for about 15-20 minutes, during which time the student who was proposing ideas maintained an encouraging and supportive role, while agreeing with the majority of the statements made by the uninvolved student. The latter stated that his LC was non-supportive and did not really care about what he did. The student at the table agreed with this opinion.

The round table also serves as a point for the discussion of upcoming activities, such as workshops. One such discussion centered around the receipt of handouts concerning a proposed decision-making workshop. From the onset,

it was apparent that several students felt the workshop violated their decision-making ability.

Example 3.

Two students seated at the RT are discussing the announcement of a decision-making workshop. A third student passes and makes a jeering remark about the flyer. This student reads the flyer aloud as if in a drama class, emphasizing questions that were directed at students, "Can YOU make the right decisions?" One of the other students remarks that he could not make decisions, for he was, after all, only a high school student. All three join in and make comical portrayals of decision making.

NOTE: The same type of behavior was duplicated by other students in the lounge at another time.

The above incident initiated discussions about the lack of student input in planning sessions. One student commented that students are not asked for feedback about the way they are treated. Another commented that the only feedback that LCs want is information about what students think of them. Although there were few instances of direct questioning of students by LCs and others about the students' perceptions and feelings about specific plans, workshops, and so forth, we saw a great deal of information flow between students and staff.

The RT, then, can be seen as an important example of the interaction settings within the school environment. As illustrated, it provides, as do other settings, the interaction outlays of communication between students and between students and staff. Such communication consists of information about projects and often illustrates student-student cooperation and assistance.

Student-Student Interaction

The round table serves as an important setting where new ideas and sentiments are shared among students. Much of the information shared was a source for establishing and reassessing student attitudes about the school and the role of students in the school setting. Students who were involved in the same projects discussed students who were not participating and who were hindering the work of the others involved. Specific examples of a student's inappropriate behavior were cited. The discussion served as a basis for marking the boundaries of student noninvolvement and served also as a statement and agreement of rules for those involved in the project.

This type of discussion has implied a specific student structure that is characteristic of the Far West School. Within the openness and flexibility

of the school, students have created a "hidden structure" of rules and expectations that are student-specific. Although they are never stated or formally announced, they are filtered through the informal daily conversations that occur in most student-interaction settings.

Example 1.

Four students are discussing a fifth student's behavior. It is indicated that this student is using the school's technical equipment for show rather than for a real project. The individual's mannerisms are discussed and the students agree that this person was "showing off." Students say that this individual often keeps equipment and materials for this purpose at the expense of other students. Furthermore, this show is being aimed at the LCs and the student is receiving credit for a project in which he has little involvement.

Example 2.

Another example is of a student discussing the recruitment of her cousin to the school. "My cousin," she states, "is at a school now where she has too much free time. There, she's got teachers telling her what to do. She wouldn't have any free time here. She'd have to learn to be responsible about her time."

It can be inferred that students do have expectations of each other and that they have certain rules of behavior. In the first example, besides discussing "specifics," particular students were establishing and reinforcing appropriate student behavior, i.e., the use of materials by students. The discussion also indicated general norms about unacceptable behavior.

Student-Community Interaction

Interaction of students in the community varies to a great extent. The base of interaction and information flow can be seen in the travel to and from resource organizations and resource persons, as well as in the actual encounters with the latter. As stated earlier, students often have a good idea of what to expect in RP encounters based on information received in the school setting.

This does not exclude the real exploration that occurs when students have no idea what to expect. Students often spoke of disappointing encounters with RPs. This was especially true of instances in which package descriptions gave false impressions of RPs. Students commented that package descriptions were often misleading and that they (students) often reinterpreted and communicated their impressions of RPs to other interested students. Furthermore, whenever

peer reactions and interpretations of RP encounters were available, students relied more heavily on them than on package descriptions.

Two specific occasions for interaction and information flow can be traced. The first involves travel to and from resource organizations and visits to resource persons and can be called an informal occasion. The second is the more formal situation involving the actual meetings or encounters with the RPs and organizations in the community.

Travel. The FWS student gets a wide exposure to the community of Oakland. Through his explorations and projects, he has learned not only how to get around the city but is aware of significant sections and their functions in relation to the whole. The obvious fact of travel in the community needs only to be contrasted with the OPS* student who is, generally speaking, forced to divide his world between school and nonschool environment. Interaction for him is generally a static spatial movement from home to school and back. Any diversity in this pattern generally comes in nonschool time. The variety of package explorations by students also brought a variety of spatial settings. The students we followed traversed the extreme boundaries of the city from Merritt College at the southern fringes to UC Berkeley at the other extremity. Within the city itself, students are engaged in projects that take them from typical downtown business sections to low-income neighborhoods.

Example 1.

The intent of this RP-student meeting is the introduction of a student to some of the activities of the Young Socialist Alliance for a project in American government and history. Another FWS student who is also interested in the group is accompanying her. The meeting is to take place at Merritt College at noon which requires leaving the school about 10:40. This involves a bus transfer and ride through various subsections of the Oakland community, from the Lakeshore area through East Oakland to the hills near the college.

Upon arriving, a male RP and several YSA members meet the students. A table has been set up near the cafeteria to show YSA and other leftist literature. The RP indicates that the man sitting near the table is the Socialist Workers Party's candidate for State Senate and would speak at the meeting. While waiting, the students are asked to hand out leaflets in the hallway to students going by.

About 11:55 all of us leave to find the room where the speech will be given. While waiting, the accompanying student takes the opportunity to ask questions about the Socialist movement. "How many Socialists are there in California?" "Is this his first time to run for Senate?" This is not his project, but he seems interested in finding out what information he can.

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*Oakland Public Schools

The speaker has been asked to talk in a course being given at Merritt. Members of the class, plus other interested students, have come. The speech is directed at the minorities in the U.S., how the Socialists have helped them and what they offer.

The speech and question period last about 1 hour and 15 minutes. Both students agree that the speech was really boring and that the speaker could have stopped at the end of 10 minutes.

A 1:30 bus is taken back to FWS--retracing our way through the community.

The communication that occurs between students from the school enroute to these sites ranges from social and personal to school information. Some examples follow:

Example 1.

On the bus headed for East Oakland the conversation between two students is light but one student asks about the possible "job" that this site visit might produce (job meaning project involvement here). The second student stated that the RP, a lawyer, was a "good guy." He seemed confident and relaxed about going there.

Example 2.

On the return trip the conversation is casual. Sex liberation is discussed by the two students. The conversation changes to the topic of the OPS. One student describes a classroom fight that was racial in nature and points out that there is a lot of racial conflict in the OPS. The second student adds that all the schools in Oakland are like that. This is, however, in contrast to Far West.

Example 3.

While walking along the street enroute to another site, a student discusses how an LC had attempted to get him motivated the previous semester. The attempt was in the form of a threat of sending him back to the OPHS from which he had come. He states that he had been pretty mixed up and hadn't worked on any projects. He says that both his parents and the LC were trying to scare him into doing something, but that he finally decided to return to his old high school. When he made this decision, he said that the school and the LC "panicked." "This would be bad for the school." He said that he stayed and did "O.K." because he wrote up everything he did and got some credit.

Travel, then, can be viewed as a communication and interaction setting. It is evident that information about the school and projects is exchanged in travel to and from sites in the community.

Student Resource Person Interaction

Interaction between student and resource person in the community can serve several purposes from the student's point of view. The RP introduces the student to the career role, provides general guidelines to help the student plan and complete a project in a subject area, and arranges for the student to receive some training or gain knowledge of the field. The student, however, views this relationship as a reciprocal one. There are certain duties and responsibilities that the student accepts. When a student makes a commitment, he or she acknowledges the fact that the RP can make demands in regard to time and structure of the situation.

Example.

During one of the group advisory meetings, a woman from development was asked to announce some new RPs. She mentioned opportunities for work at a nursery school and that one of the students at the meeting was working there. She asked the girl to comment about her experiences there. The student was quite frank and stated that a particular woman RP at the nursery school was generally unhelpful and expected the Far West student to assume a babysitting role and did not offer any help in regard to her project. She pointed out that another woman who was also a teacher at the nursery school seemed like a better teacher and potential RP.

Students are confronted with a great variety of personality types when they meet RPs and the demands of each RP vary considerably. There is, however, a certain amount of similarity in the RP project settings. Each RP requires students to structure their time to fit the project. Each RP forces responses and communication from students about their possible roles in projects, after describing a range of possible project ideas. The student engaged in several projects, as are most Far West students, is forced to allocate time and space in order to acccomplish goals for the semester. What emerges is a definite structure designed and maintained by the individual student.

Example 1.

The RP, a lawyer at a legal aid office in East Oakland, had outlined a project for the two students before they arrived. He suggested that one of them might do research on the administration of street cleaning within city government. He pointed out that the streets around this area were always dirty, but that in North Oakland they were always clean. This type of project might point out other discriminatory practices by city administration. One of the students brought up his own family's experience with the city government over a housing problem. The RP indicated that the politics of administration, especially that of the city, is a neglected area.

Although the RP was being relatively forceful in his suggestions, the students were able to state what they saw as their possible involvement through the legal aid office. One student stated that he was interested in juvenile law; the RP recommended that he contact a group in Berkeley. Both students said they were interested in working for the office part-time.

This involved a commitment of time because the RP needed to know when they could be counted on. Both students committed themselves to two days a week. The commitment entailed a good deal of thinking, for it involved making decisions about other projects as well as this one. Both students wanted to give enough time to this "job" but not too much to draw them away from other projects.

The RP introduced the students to the receptionist who was asked to show them what they would be doing. Their duties were to assist in the initial receiving of potential clients. As she showed them the area where they would be working, the students asked questions about the job. The students approached the project as a "job." They seemed to be aware of the importance to both the clients and the RP of the job they would do. They recognized this as a learning situation but also saw in it a responsibility to meet the required standards. Student interaction was constant throughout the visit to the RP. Each attempted to reinforce the other and in many instances, helped clarify questions and answers that they or the RP presented.

Example 2.

Two students have decided to assist in a nearby bank's project of organizing material for a consumer library to be used by clients and the general public. At the bank, located about four blocks from school, the students were met by the secretary who has started cataloging some of the material, but is turning the entire project over to the students. She states she is available for help if needed, but emphasizes their independence in the project. The only thing she requires is a running account of what they are doing and how they got there. This is to avoid any duplication of effort, if anyone wants to reorganize or add to the library in the future. One student seemed to be confident and stated that he knew how to catalog from previous experience. The other student asked several questions and took notes, while his companion worked on filling out his weekly school schedule.

Both students seemed relaxed and not unlike the way they behave in school. They both had input in the discussions and posed questions to the secretary. They seemed confident about what they were going to do, realizing that it would entail a good deal of work. They agreed that their reward would be finishing the project.

In this example, the scheduling and structuring that occurs between students in the RP situation as well as the exchange of information between students and students and RPs are emphasized. However, not all encounters

are successful. RP-student encounters can be completely disrupted and the original intent redirected.

Example.

A student has been asked to meet a woman member of the Young Socialist Alliance (YSA) in Berkeley. She says that she is the first to study the YSA as part of her project on the left movement and to use the group as a resource organization. When we arrive at the meeting place in Berkeley, we find that the woman is not there. A press conference is underway with several political candidates who are being questioned by members of the press. We watch for about 10 minutes. Then we are directed to meet the YSA RP at Granma's Bookstore on Telegraph Avenue. The student mentions that the YSA has asked her to work at the bookstore, so she is anxious to see it. We board a bus and walk there, only to find it closed and the sign on the door stating that it opens at 11:00. No one is in sight inside the store.

Since it is a cool day, we decide to have coffee in a coffee house about half a block away. We are sitting, discussing Far West School and other topics, when two YSA members approach us. One of them is the RP the student is supposed to meet. They say that the young man accompanying them is the YSA candidate for State Senate who is scheduled to speak at Laney College and invited us to go. The woman RP says she has a final exam at Berkeley and that she will call back about another meeting time.

Our transportation to Laney College in downtown Oakland is provided by another YSA member, a young woman with a camper/pick-up. The speaker and male YSA member climb into the back, while the student, the young woman and I ride in front. Because the woman does not know the way, the student gives directions about streets and freeway turnoffs.

The speech is to be held in a large auditorium. The members of the YSA set up a small display of their literature and petitions. The meeting is supposed to start at noon, but very few students have arrived. At about 12:30, the speaker decides to go ahead and give his talk on the Socialist view of the energy crisis to the ten people assembled. He speaks for about 45 minutes.

At 1:45 we take the bus back to Far West School. The student makes one telephone call and by 2:30 she is playing chess with another student.

This example illustrates how meetings with RPs can be disrupted and the original intent rechanneled. The members of the YSA were directing all of their efforts around the schedule of their candidate. In another instance, the RP could not meet because of personal circumstances (a final exam). These events were all beyond the control of the student. She seemed to take all of these redirections and interruptions as a matter of course. She may have even considered them energizing influences that took some of the boredom out of a situation and added the element of unexpected surprise.

It is also necessary to add that this particular incident was only one of the RP meetings planned by the student. Another aspect of her plan to meet American government and history requirements was attendance in a course on constitutional law at UC Berkeley.

Staff-Student Interaction

Interaction between staff and student is characterized by a general informality and flexibility that follows the open philosophy of the school. Within this flexibility, however, there exists a distinct identification and boundary maintenance between students and staff. The learning coordinator (LC) maintains a skillful balance of informality, friendship, and authoritarianism to which the student has learned to adapt. This adaptation, although highlighted by a free flow of sentiments and information exchanged between students and staff, takes part of its defining characteristic from the authority structure of the staff's role. From the viewpoint of the student, LCs and other staff personnel maintain the "teacher-adult" role. The staff is constantly bombarding the student with information that reminds him/her that Far West is a school, that each student must perform to certain expectations and that each one must be subject to specific structure, to some degree. This is communicated verbally in meetings, in daily greetings, and informal exchange as well as through nonverbal cues.

The staff, especially LCs, have assisted students in the adoption of school standards. Students assume the school's standards of expectations and serve as agents for peer control. This does not detract from the student's realization of the value of the Far West philosophy, but forms a part of that final acceptance. The LC, walking a fine line between staff and student, has generally been able to allow students some participation in staff-type activity, enough to allow the students to remove themselves from their own student expectations and become part of that larger body that attempts to control students on the outer fringes.

Example 1.

The setting is a group advisory meeting between an LC and a group of 8-10 students. A particular student is the focus for discussion because she complains that she is not doing anything in school, things are not working out. The LC leads the other students in the group to push and prod her, question why she isn't working on projects, getting involved. "Things just haven't worked out," she says. She isn't even sure she will be getting anything out of this meeting. The stress of the students and LC is on the

academic side, but the girl may be feeling personally attacked. Suddenly the combined LC-peer group pressure gets to be too much and the student leaves the meeting.

Another situation which illustrates a very structured, demanding type of interaction between staff and students can be described.

Example 2.

Three students are meeting with a developer of a specific package. One student referred to the developer as a technical advisor. The purpose of the meeting is to ascertain what progress has been made on projects. The technical advisor directs questions to the students about their involvement up to that time and suggests that they write it up. Two students state that they are not ready to write it up, but the technical advisor insists that they do because it would help them develop their ideas.

Each of the students is asked what they want to do for a project. With each response from the students, the technical advisor reinterprets what the students say and tells them to write up the project in the specific terms she gives them. "What do you want to do?" The student responds. "Well then, write down . . ." As she continues, one of the students gets up and leaves after giving an excuse. Later, this student says that those writeups were her ideas, not his. He says he will write up his project ideas later at home.

LCs interact with students at all levels from social to very formal encounters. Conversation may encourage student input, but students have also encouraged LC and other staff participation in student peer interaction. This may serve as a basis for receiving information from staff, receiving approval and recognition of student interpretations of school "rules" and behavioral modes, and for testing staff reliance for student support. This should not be taken to mean that there are no genuine sentiments and supports between students and staff.

Example 1.

In a meeting with an LC and several students, one student mentions the tactics of another staff person during another meeting. It was negative in connotation. The comment is made in joking fashion, but the LC is quick to pick up on it and makes a few comments reinforcing the remark and this meets approval from the students in the group. There was nothing malicious said about the staff person, but students were receiving approval of their insights.

Example 2.

One of the LCs is trying to recruit students for a workshop that is planned. Most students tell him that they are not interested. Out of eight students asked, only one says that she is interested. When the time comes for the workshop, even those students who said they were not interested are in attendance.

At the workshop itself, two LCs sit in on the meeting. One actively cooperates and participates. The other is asked to participate, but he states that it is his prerogative not to participate if he so chooses. This is in direct conflict with his earlier recruiting activity to encourage students to attend.

Example 3.

In an informal meeting with two LCs, students complain about the activities of a particular student. When it becomes evident that the LCs are also engaging in discussing the negative aspects of this student, the students switch their positions and begin to defend the student. This illustrates the maintenance of staff-student boundaries.

Example 4.

One of the LCs walks by a group of students and makes a statement that there are some students who never do anything. One of the students picks up the cue and asks if these comments are meant for her. This is an obvious example of "public denouncement" but serves to reinforce the position of the LC as an authority figure.

Example 5.

Students are discussing a workshop which they attended the previous day. One of the student's behavior at the workshop is sanctioned by the LC. This student admits having acted rudely toward the organizer of the workshop and says he will give it another try. He says that one of the reasons he came back to the workshop the previous day after leaving it was that he felt bad about his attitude and behavior.

The broad range of LC-student interaction provides a kind of a matrix, touching on many levels from personal and social to academic and behavioral. Varying degrees of emotional tone are expressed in the different settings.

The LC is generally supportive and often uses his authority in this capacity. Students are aware of the individuality of each of the LCs and realize that the ability of individual students to adapt to LCs is different. Some preferred one LC because he helped them organize their projects, while others preferred another because he left them on their own. In general, it can be said that the school has offered students a range of LC types that are suitable for the majority of students' needs.

Example 1.

A student is scheduled to appear on a television show to discuss vocational education and career education. The LC has decided to use an advisory meeting to discuss these topics. The LC continually raises new questions, encourages active student responses, and invites students who are not already present to give their views. The students, who represent both sexes and at least three

ethnic groups, do not hesitate to speak freely. At times, there is active competition to speak. The LC recognizes those who are waiting to give their opinions. Interaction is more often established between students than between student and LC.

Example 2.

Seated at a work table in the LC's office, a student and LC are discussing non-school-related topics. The student is smoking and both look relaxed. The two are working on a planning sheet for the student's project. The LC asks the student to recount what he has done so far. The LC listens, then asks questions and makes suggestions to the student. "You could write a book on the left movement, record some of your thoughts and impressions before undertaking the project and record them again when you finish." There is generally good give-and-take between LC and student; he suggesting, the student responding.

While this verbal exchange is going on, there is also need for the planning sheet to be filled out. The LC discusses, consults, and interprets what the student is saying are objectives for this project. The LC is doing the writing on the actual sheet. When student and LC agree on a point to be included, the LC rephrases the student's words in more educational terminology ("develop an understanding of, prepare a bibliography of") and writes it down. The student balks at his wording some of the time, refusing to let the LC's wording become his.

During discussion of the particular projects and other related activities, there is direction toward future goals as well as present interests and orientation. "You might want to get your PhD in political science." At other times, the LC is reminding him that he is doing projects to finish up units needed for American government and history.

This particular student-LC interaction is clearly oriented toward a well defined goal, completion of the planning sheet. Both student and LC know each other well enough to make certain demands upon the other. The LC is allowed to reword the student's objectives on the project sheets, but the student can refuse to go along with some of the suggestions and says so.

One of the features that seems to characterize the student-LC relationship is the willingness on the part of both LC and student to listen to each other on matters of mutual importance. Far West School is naturally high on the list of important matters. Student and LC and other members of the staff will ususally listen to what the other has to say, if the topic somehow affects both of them.

Example.

Nine students are present for a meeting to discuss one of the curriculum packages that is in the process of being developed. One of the LCs and a woman from development, who are preparing the package together, are present.

As the meeting proceeds, the LC seems to think that the group is not focusing on the material. He gives a "mini-lecture" about how students should try to put some effort into these sessions because time and work are involved in the development of the packages and that students too, have an input. He emphasizes the value of having the contribution of students and asks that they "bring their best heads" to these meetings.

Discussion about the meaning of time and space and the consequences when these things are changed triggers off a reaction from students.

One student describes an incident in which the spatial arrangement of the school was changed to make it appear more school-like. From this, he goes on to describe another occasion when photographs were taken to make certain things appear not as they really are or enhancing pictures to make them look better for the sake of publicity. He calls these events a "farce." Instead of hiring a professional photographer, students could have taken the publicity pictures, he says.

Another student begins by saying she heard that everything was so much better at the school last year. She describes how this year she had finished a project and did not receive any feedback until it was completed. What she heard from a staff member in development was all negative and only emphasized what she could have done to improve it. With much hand waving, gesturing, and other expressive movements, the student continued, "Why didn't she tell me these things before I finished?" "How did I feel after hearing that?" "I felt like throwing it on the floor and if I had a match I would've burned it. I felt really stupid. It was on the LC's wall; I felt like rippin' it off. Only about three persons on the side (development) really helped. The others don't do anything--they're puppets."

A student says that everything at the school was always done at the last minute. She felt that students were forced into submission because of the pressures of recruitment, need for publicity pictures, and so forth. There was a lot of "falsehood" involved and people (students) were set up as props.

The subject turns to RPs.

One student begins by saying that she has had some bad experiences with RPs and recalls an incident with a woman RP at a health clinic. The woman from development asks if other students have had bad experiences with RPs -- many agree. One student says that there are practically no RPs in her areas of interest -- arts and crafts.

Another student says that students need more guidance about what they could do in certain RP situations. Students working with cable TV were expected to work up something for their second meeting with the RP. He says that they didn't know what to do and had trouble planning what might be feasible. "When students don't know what to do, they laugh," (as a way to cover up).

Another student refers to the lack of learning that is going on. She says she isn't getting any education here. She needs credit for chemistry, algebra, and geometry, but she is afraid that she can't get credit for these by going to a junior college and working with her tutor, i.e., she is afraid

she will not pass the course. These are the credits she needs to get into the four-year college that her parents want her to attend.

A student who has not spoken before asks if she can say something. She says that Far West School has helped her to grow and learn a lot about herself during the year she has been here.

Another student asks, "Why don't they ask the students how to improve the school?" He answers his own question. "Students have given their opinions before. The answer is always 'tomorrow.'" He indicates that several students are working on a project: Far West School.

The woman from development and the LC have handled the meeting well. They have allowed free expression and encouraged students to say exactly what they wanted. The LC does mention that he thinks students can learn even from the negative experiences, which can become positive. He feels that all students weren't taking full advantage of the opportunities of the Far West setting and program.

Another LC who has joined the meeting encourages students to think about the areas where they saw need for improvement and make suggestions.

Students decide to present their suggestions at a meeting. First they will meet to decide areas to work on, work up an agenda, and then present their views at a general meeting.

During this particular meeting many important concerns both to students and staff were highlighted. The emotional involvement for some students was quite high because they felt very strongly about the issues that were being discussed. The day on which the meeting was held followed several days of special events at the school. Many of the students present were involved in recruitment and photo sessions for publicity pictures. To some extent, the normal routine of the school was disrupted. Perhaps this combination of factors triggered off the students' reaction.

Not all of the entire meeting has been presented, but several important areas must be underscored. First, students really felt concern for their learning. Countless times the actual word "learning" was employed, even though its meaning meant different things to different students. For one student, learning was the value for the student in an RP meeting. For another, learning meant getting the necessary credits to get into college.

Next, students felt that the experience of learning at Far West School should be based on honesty and openness in order to function well. This concept was expressed in the students' reaction to inconsistencies as they saw it -- the "falsehood" and "farce" of certain recent events. In addition, students

were reinforcing this belief in honesty by communicating their concerns openly at this meeting.

Finally, students placed a reliance on the staff-student relationship for support and willingness to listen. They recognized that for the school to function better, both students and staff needed to communicate and that because of the nature of their embeddedness in the educational process at Far West School, communication was a prerequisite for change.

Conclusion

This report of the Far West School takes a specific perspective that has allowed the categorization of student interaction. This is primarily an ecological perspective that places the school in the environmental setting of the greater community. A cognitive model that defined the important interaction settings was the principal starting point of investigation. This allowed us to focus on the students' perspectives and interpretations of the interaction we observed and in which we participated. A network model that allowed the mapping of different interaction settings in the school and in the greater community became the principal method of organizing and presenting our data. The emphasis of the report is, however, the student's perspective. In general, we feel we were successful in applying the general models described. Because of the limited amount of time involved to cover a program of such scope and nature, they were not applied rigorously. They can, however, serve as a basis and framework for further research.

Although we feel that much insight into Far West School student culture and the behavioral norms of that culture have been outlined, there are numerous questions that still need probing. The Far West School learning process seems to be supported, if not defined, by student-peer and student-adult interaction. The importance of this interaction has been illustrated here, but by no means fully explored.

The most obvious flaw here is the omission of the interaction of the students during nonschool hours. This would necessarily include student-peer and student-family interaction. This aspect would be desirous for comparing on and off school time. What do students do that is different from school activity? How do they categorize it and how does this affect school interaction? How do families affect student involvement in the school?

Another important aspect we touch only fleetingly is change. Although we are aware of a generally positive change that occurs in student attitudes

towards involvement and learning, we do not know how this occurs. Obviously student norms and regulations (student structure) point to some of this. But to what extent? Furthermore, what is the role of the LC in this change? How does he encourage or discourage this change?

We have received clues for the answering of some of these questions from the data collected, but it is not conclusive. We highly recommend the pursuance of these questions, as we feel they would aid in the discovery of the total learning process of Far West School.

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Post Script

by George Spindler, Professor of Anthropology, Stanford University

After reading "Anthropological Perspectives of Far West School and Students: a Preliminary Report," by Robert Alvarez and Patricia Hishiki, I felt that there was very little that I could add to it as a report. Most of the ideas that I had about the way the study should proceed and the general character of the report have been incorporated by Bob and Pat. We discussed each step of the project along the way, so this is not surprising. I do not mean to suggest by this, however, that the report is anything less than their own work. The relationship of constructs and models to the data is a product of their own thinking, and, of course, the data themselves are entirely theirs. The most I can do, therefore, is to make some general comments about an anthropological approach.

The primary purpose of an anthropological study in this kind of situation must always be to produce data and insights to which the formal structure would not ordinarily be privy. The basic assumption is that no matter how humane the formal structure and its administrators there will be space which is filled by participants in unanticipated ways. Anthropological studies very frequently bring processes to attention that administrators, teachers, in fact all responsible parties, would soon have left inexplicit. This is true no matter how successful the organization may be in achieving stated aims.

The evidence in the report clearly indicates that Far West School is achieving most of its aims quite well, perhaps extremely well. At the same time it is apparent that there is an informal or latent structure of interrelationships between students, staff, purposes, concepts, and activities that is not entirely anticipated by the formal structure. It would be extraordinary if this were not the case.

There are two ideas central to the organization of data and analysis in the report. The first is the so called ethno-semantic or cognitive orientation. The second is the time-space map and network. The first in this report is only an orientation. Ethno-semantics takes as its basic point of view that what the informant says is true. An analysis of a cultural system is therefore a compilation of systematic statements by informants elicited under rigorous conditions of inquiry. This is not what the report is about, but the general

ideas of what the informants say is true is indeed a part of the report. It would be worthwhile pursuing a truly ethno-semantic approach--inquiring into different settings and scenes with informants, using rigorous formal ethnographic framed elicitations. This procedure would be time consuming and should be pursued only if an informant's view of the action is really significant to the policy and implementation of policy of Far West School.

Time-space mapping and network analysis are more integral to the report as it has been submitted. The basic notion here is that an individual travels about space according to a time schedule which varies considerably from person to person and which is to a considerable extent, but never wholly, determined by a formal structure of expectations. A time-space mapping can give the observer a clear idea as to the flow of activity and persons in a system. This is partially developed in the report. It would take a considerable amount of inquiry, including following more informants through whole days and formal interviewing to elicit individual conceptions of time-space mapping, to make the report complete. One of the important questions is always how the actual time-space mapping of individuals does or does not correspond to the formal expectations or demands set by the expectations of authorities. A thorough time-space mapping could be of considerable utility in a study of Far West School and its operations because the flexible and activity-oriented character of the school should produce a variety of individual time-space mappings, and these in turn should be related to how much and what is learned.

Network analysis is usually intimately connected with time-space mapping in that the network of encounters that an individual is caught up in is regulated by the time-space map. Time-space mapping is cognitive in the sense that each individual has at least a rough approximation of a time-space map in his or her head. The actual events of the day correspond in some degree, though never exactly, to this time-space map. Networks, on the other hand, are only very roughly predictable and only in a most general sense maintained as cognitive structure in individual heads. The basic idea is that every individual participates in a network of relationships. The individuals encountered in these relationships have certain information or data that together with the interaction that ensues with them constitutes "input" into the total system of interactions and cognitive processings in which the individual is participating as a member of a social system. Some individuals and

the information to which they are related are nodular--in that they are critical points of encounter--given the purpose and character of the system.

Network analysis is difficult to do in that it must be the product of a great deal of participant observation and skillful interviewing. The report contains the beginnings of a total network analysis for the system, but, as Bob and Pat point out, the network of relationships with family and with individuals not a part of the Far West system as such, should be pursued much further. Much of what the individual participant learns is learned outside of the framework of system expectations, even in the case of such a flexible system as that of Far West School. It is clear, however, in the analysis that has been done, that Far West students are learning from each other and through casual encounters as well as in their encounters with RPs.

I believe that this report is of high quality and that it is very productive considering the relatively short period of time involved. It is probably true that anthropological, or more properly speaking, ethnographic investigation takes somewhat longer than other forms. Part of the utility of the report, however, will be determined by how it is viewed by those who are to use the information in some way. What I have tried to do above is to indicate some of the ways in which it should be viewed.